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Thesis

THE HISTORY AND PHILOSOPHY OF THE LATIN GRAMMAR SCHOOL IN THE MASSACHUSETTS BAY COLONY, 1635 - 1780

Submitted by

Stanley Earl Spencer
(A.B., Boston University, 1930)

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First Reader-Jesse B. Davis-Professor of Education
Second Reader-Franklin C. Roberts-Associate Professor of Education
Third Reader-Arthur H. Wilde-Professor of Education

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THE LATIN GRAMMAR SCHOOL

in the

Massachusetts Bay Colony

1635 - 1780

Chapter I

The Latin Grammar School in England

The Chantry School which existed in England before the dawn of the Renaissance contributed certain precedents that were still felt centuries later in the Latin Grammar School of New England. The chantry school was extablished by individuals at that early period to teach boys of the choir enough Latin to participate in the services of the Church. It was accomplished by teaching the elements of Latin grammar, reading, writing, and church forms. (1) The learning was very meager, however, as teachers were poorly trained and equipment scarce. These schools were supported by funds left to the Church by individuals who wished to endow some priest in order that he might say masses for the peace of their souls. Often it was expressly stated that the priest was to conduct such a chantry school in addition to saying masses. These schools, very elementary

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1. A. F. Leach, The Schools of Medieval England, p. 211

in type, were about the only means of education available in the small communities and even these schools were of aid to only a small per cent of the population.

The two precedents established by the chantry schools effecting later institutions were: First, establishment and control by the Church, and second, practical service instituted to supply a definite need, namely, the education of choir boys. It was not a school for the masses nor was it intended to teach any further knowledge than that necessary to fulfill its special needs. Education was for those persons engaged in the service of the Church and possibly a few others.

The early cathedral schools of about 900 A. D. were hardly more than large chantry schools but as they were connected with more wealthy schools they increased the number of subjects offered until they became the only institution of secondary education for several centuries. (1) The subjects taught varied greatly in number from a simple course in Latin to the entire seven liberal arts. They consisted of the Trivium; Latin Grammar, Rhetoric, and Dialectic, and the Quadrivium; Arithmetic, Geometry, Astronomy, and Music. Many schools offered only the Trivium while the large schools offered the entire list and sometimes included in addition Ethics, Metaphysics and Theology. (2)

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1. A. F. Leach, The Schools of Medieval England, p. 7

2. Ibid., p. 59.

The Latin used was known as "monkish Latin" which came down from the monasteries and the authors of the middle ages, not the pure Latin of the ancient writers. It was the common language of the Church throughout Europe and was the only means by which the faith could be propagated. It was this interest in furthering the faith that led the Church to establish these schools and for this reason they confined the studies to the works of the church fathers and did not attempt to discover any new truths. Like the chantry schools they were controlled by the Church and were instituted for a specific purpose, namely, the training of leaders in the religious world. Education then, as now, was established to serve a practical need which in this case was the advancement of the Church. It was this cathedral school that felt the brunt of the Renaissance influence in England.

To appreciate this change in the nature of the schools one must consider the chief effects of the Renaissance in England. This period was accompanied by a desire on the part of the people to overthrow authority. It was a movement in individualism.

> The characteristic features of the period were the attempts to overthrow the various forms of authority, in Church, State, industrial and social organization, intellectual and educational life, dominant during the Middle Ages..... In the North knowledge as a means of reforming those evils and injustices of society which were the outgrowth of ignorance was the chief interest.....(1)

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1. Paul Monroe, A Brief Course in the History of Education, p. 188.

With this turn toward individualism came the study of the humanities. People began to see that learning could be useful not only as a preparation for the world to come to but also as an aid in the present life. This idea made men search for the languages of the ancients. Through this language they hoped to learn from ancient culture. The classical authors were studied in contrast to the medieval Latin of the monastery school.

> The classical languages and literature were first studied as the source of all liberalizing ideas; then as a training in formal literary appreciation;.....(1)

With the study of the classical authors there came the search for new material. Here one sees one of the most striking contrasts to the medieval school for it was the purpose of those early schools to rehearse the same material and preserve it rather than to locate anything new. With this search for new material and the study of the ancient languages and culture came, of course, the necessity for the study of Latin as the key to all the new learning. It was only natural, then, that the schools which were founded and refounded were Latin Grammar Schools as they represented the most practical school that could be devised for the purpose that they were to serve. It also became evident to the people that education could serve the State as well as the Church and that the leaders were in need of education if

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1. Paul Monroe, A Brief Course in the History of Education, p. 188.

they were to serve the State to the best advantage.

Following in the wake of the Renaissance came the Reformation which further affected the schools.

> The Protestant revolution was one source of the demand for education. The school system as planned by Luther and Melanchthon included two schools -- a learned school for the training of preachers, pastors, clerks and councilors and a school in each village for children. (1)

This dual system of schools was necessitated because the people had to be taught to read and understand the Bible for themselves. The clergy also had to be well educated in order to lead the people and aid them in the interpretation of the Bible. The theory was good in its intent but it was centuries before it could be worked out for the necessary money to support schools and the time for the teaching of people in large groups were not available so that education for the masses was not realized for centuries. Instead the few who could afford it were educated and the poor were sent to the alms houses. During this period individuals and organizations other than the Church founded grammar schools.

> Encountering the virile egoism of the Tudors, no less virile in Mary and Elizabeth than in their father and grandfather, on its religious side the development of the Reformation was arrested, and most of its energy was directed into political channels. There was no Luther or Knox, no synod or consistory, to decree universal education, and it was left to private munificence to supply the want which the royal edicts of monastic suppression had created.

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1. G. H. Martin, The Evolution of the Massachusetts School System, p. 19.

> The founders of these endowed schools were of all classes: men and women, Catholics and Protestants, kings, dukes and baronets, ecclesiastics and merchants. The phenomenon is unique. There was no concert of action--no plan..... There was not even uniformity of motive. (1)

Some of the motives were: Selfishness, pardon for sins, patriotism, charity and munificence. (2) There is a period in English history when it was the popular thing to found schools. (3)

> King Henry and Parliment confiscated monasteries. Some of these were refounded into grammar schools. The cathedral church school at Canterbury was turned into a humanistic Grammar School in 1541 by Henry. The Post-Reformation energy of England was used to found grammar schools and during the century and a half before the outbreak of the struggle with James II (1688) a total of 588 grammar schools were founded. The grammar schools thus founded were, one and all, grammar schools of the reformed humanistic type..... (4) (5)

Monroe speaking of the English Public Schools says,

> In England such schools are on foundation, independent of both State and Church, furnished by private benevolence or by royal endowment. It is to this characteristic that the term 'public' refers, for tuition charges are universal and are quite high. (6)

The Reformation was not as effective in England as on the continent. In fact it was lost in the Restoration. Many of the results of the Reformation therefore, did not appear in England. Individual responsibility for salvation did not

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1. G. H. Martin, The Evolution of the Massachusetts School System, p. 26
2. Ibid., p. 26
3. A. F. Leach, English Schools at the Reformation, pp.78-83
4. E. P. Cubberley, History of Education, pp. 323, 324.
5. A. F. Leach, The Schools of Mediaeval England, p. 329
6. Paul Monroe, Brief Course in the History of Education, p. 185

gain much of a following and education for the masses likewise received little backing from the English people. The apprenticeship was used to teach a trade and keep the masses from becoming a menace to society but education in the cultural sense was for the upper classes only. Even the "public schools" which were free to all classes had such high rates that only the rich could afford to attend. The Church again obtained control of the schools. As Cubberley says, "After the Restoration all schools became narrowly religious and English Protestant in type." (1) Teachers were required to take an oath before entering on their duties not to attempt anything displeasing to the Archbishop and to conform to the regulation of the Church. (2).

St. Paul's School in London was, perhaps, the most representative of the Latin Grammar Schools. (3) In 1510, John Colet became Dean of the School. He was urged by Erasmus to introduce the humanistic type of education and he finally succeeded in so doing although he received much opposition from the bishop. In place of the old monkish Latin he introduced the study of ancient writers. Greek was also offered and coupled with these two languages was a course in religious instruction. It was the purpose of this school to educate leaders and produce gentlemen. The school was successful in its attempt for many able men came from it.

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1. E. P. Cubberley, History of Education, pp. 323, 324.
2. E. P. Cubberley, Readings in the History of Education, p. 123
3. E. E. Brown, The Making of Our Middle Schools, p. 12.

Before many years had elapsed all of the secondary schools of England were remodeled. The program of studies of these schools is outlined as follows by Cardinal Wolsey. (1) The school was divided into eight classes. The first class for the less forward boys and pronunciation. As Wolsey expresses it,

> Since raw material may be wrought to any shape whatever; and according to Horace,
> 'The odors of the wine that first shall stain
> The virgin vessel, it will long retain;' (2)

Practice was the rule and that was given with diligence. The second class was given practice in speaking Latin and in rendering into Latin some English proposition; "which should not be without point or pertinence, but should contain some piquant or beautiful sentiment, sufficiently suitable to the capacity of boys." (3) If the boys were advanced Lily's "Carmen Monitorium" or Cato's "Precepts" was used. The third class had as its aim the formation of a familiar style, pure, terse, and polished. For this purpose Aesop and Terence were the authors read. The fourth class devoted itself to the study of Virgil with due care to the intonation of voice. The fifth class studied Cicero. The sixth class spent its time on Sallust or Caesar's "Commentaries." In addition Lily's "Syntax" was used for the study of defective and irregular verbs. The seventh

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1. Cardinal Wolsey, "Study for the Grammar School, 1528" Bernard's American Journal Education, 28: 737-38
2. Ibid., p. 737
3. Ibid., p. 737

class devoted its time to reading Horace's "Epistles" or Ovid's "Metamorphoses" and the composition or original verse. The eighth class read Donatus and Valla with particular note of the Greek phrases. This was the backbone course of the school. The Greek language and the instruction in religion were of secondary importance to this one essential language, Latin.

The Latin Grammar school was a practical school and it was efficient in its work. (1) The leaders were going on to college and the training received in these grammar schools prepared them for that institution. In the second place, Latin was the language of the court, the law and of the university, hence any one wishing to aspire to any station in Church, State or University had to know Latin. To a certain extent then the Grammar School was a vocational school training the student in the one tool most necessary to his later occupation. It furnished the only means for self development and culture then available by opening up the store of ancient writings. Because of this service to civilization it became the leading secondary school for three centuries in England.

The life of this institution was soon to be threatened with the creeping paralysis of formalism and even before the settlement of America the usefulness of the school was on the decline. From a search into ancient culture and a desire to obtain more of the ancient learning one finds the practice of the school becoming more the simple study of a language as

1. A. F. Leach, The Schools of Medieval England, p. 7.

as a preparation for college and as the eighteenth century moved on it degenerated into "Ciceronianism" or the mere cut and dried form, leaving out of consideration entirely the original reasons for the study of the language. The course of study became set and remained the same throughout its existence.

> These public schools ..... continued the narrow humanistic training as formulated during this early Renaissance period, almost without modification until the report of the royal commission of investigation in 1864. (1)

From a tool with which to gain self-culture and individual development along with religious reform and preparation for useful service Latin degenerated into the mere mastery of a language. (2) The practical value of the school gradually decreased as the Latin authors were translated into the vernacular and less and less new material regarding the ancient civilizations were discovered.

In summary it may be said that the Latin Grammar School had its origin in the elementary Chantry School which was created to serve the need of the Church. This school established two precedents which held for centuries, namely, establishment and control of the school by the Church and practical service instituted to supply a definite need. In connection with the larger Churches, schools developed that broadened their curriculum to include in addition to Latin, Rhetoric, Dialectic, Arithmetic, Geometry, Astronomy and

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1. Paul Monroe, Brief Course in the History of Education, p. 196.
2. E. P. Cubberley, A Brief History of Education, p. 150.

Music. In some cases even Ethics, Metaphysics and Theology were included. These schools, connected with the more wealthy churches, became known as "Cathedral Schools." And they offered the only means of obtaining a secondary education for centuries. With the revival of learning and the Reformation these schools became changed into Latin Grammar Schools in which were taught the humanistic studies of Latin and Greek coupled with instruction in religion. The Latin Grammar School through its preparation for college aimed to train leaders for Church and State. The school, free to all classes of society, was practical in nature meeting a definite need created by the age in which they existed. As time progressed the school became narrow and formal until it lost the original aim of self-culture and usefulness, degenerating into a formal study of languages and style. This trend continued until the beginning of the nineteenth century when the school rapidly disappeared because the demands of the age were no longer met by its type of instruction.

Chapter II

The Founding of the Early Schools in Massachusetts Bay

The men who settled New England were, with few exceptions, leaders trained in the English schools and colleges and came to this country to build a civilization as nearly like the one they left as possible omitting only those elements which were repugnant to them.

> Never since, in the history of our country, has the population as a class been so highly educated as during the first half-century of the Massachusetts settlements. One man in every 250 had been graduated from an English university, and both clergy and laity had brought from home enviable reputations for superior service both in church and college. (1)

The school, being one of the more desirable elements of their civilization, was brought to America and kept as nearly as possible like the schools they had attended in England. Several authors express this opinion:

> They (the Puritans) were well-to-do, intelligent English Yeomen and gentlemen, with some artisans and traders, and a liberal sprinkling of scholars. They came here to reproduce, as nearly as circumstances would allow, their English life, and to provide for its continuance. (2)

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1. E. G. Dexter, A History of Education in the United States, p. 24.
2. G. H. Martin, The Evolution of the Massachusetts Public School System, p. 2

> In both countries the aim of the grammar school was preparation for the university. The curriculum in both cases was restricted to the study of the classic books employed, and the method of teaching involved in both countries were almost exactly the same. In both cases the schools were for those few boys who were destined to go to college or at least belonged to the upper classes. (1.)

> They transplanted on the shores of a new continent their age-old heritage, modifying but little the institutions to which they were accustomed...The Latin Grammar School was, therefore, a ready-made institution imported and transplanted to a new continent. (2)

> The Latin grammar school of Renaissance - Reformation Europe was transplanted bodily to the American colonies. (3)

> The colonial grammar school took its name and its character from the early cathedral grammar schools and the monasteries.....There was a fine aristocracy, indeed a gifted and, speaking relatively, a learned aristocracy in New England, and naturally enough it followed the ways of the mother country. (4)

The purpose for establishing schools was as English as the schools themselves. As stated in "New England's First Fruits":

> After God had carried us safe to New England and we had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship, and settled the civil government, one of the next things we longed for and looked after was to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the churches when our present ministry shall lie in the dust. (5)

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1. A. J. Inglis, Principles of Secondary Education, p. 162.
2. E. D. Grizzell, Origin and Development of the High School in New England before 1865, pp. 1, 2.
3. Paul Monroe, Principles of Secondary Education, p. 61.
4. A. S. Draper, American Education, p. 147
5. G. H. Martin, The Evolution of the Massachusetts Public School System, p. 8.

The century old purpose, education of leaders, appears again in America as one of the first concerns of the people. Just as important were the other aims which led these colonists to exert every effort in behalf of the school. They felt with great conviction, that learning must not die with the first generation but must pass on to succeeding ones.

> It was but natural, then, that the fear so often expressed that education and religion might die with the first generation, should result in the establishment of institutions for their perpetuation. (1)

The youth must be prepared for college. As the following quotation implies, this reason alone demanded founding the Latin School:

> When Scholars had so far profited at the Grammar Schools, that they could Read any Classical Author into English, and readily make, and speak true Latin, and Write it in Verse as well as Prose, and perfectly Decline the Paradigns of Nouns and Verbs in the Greek Tongue, they were judged capable of Admission in Harvard College, and upon the Examination, were accordingly admitted.....(2)

It is evident that the school was founded for vocational and religious ends and the colonies expected it to serve the same practical purposes here that it had accomplished so well in England. Education was to serve the youth of America, that they in turn might serve the church and commonwealth.

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1. E. G. Dexter, A History of Education in the United States, p. 25
2. Cotton Mather, Magnalia Christi Americana, p. 127

During the earliest period of colonization before it became compulsory by law the following towns founded schools:

Boston, 1635	Salem, 1641
Charlestown, 1636	Cambridge, 1643
Ipswich, 1636	Dedham, 1644
Dorchester, 1639	Braintree, 1645

It was but natural that Boston was the first to establish a school for it was the largest and most thriving of the towns. Here one sees the efforts of the ministry to perpetuate itself. John Cotton came to Boston in 1633 as minister for the colony. He exerted all of his influence to persuade the townspeople to establish a school. (1) If it had not been for the efforts of John Cotton, John Elliot, Davenport and Eaton, New England might not have had Latin Grammar schools, at least, not for years later. The above men were all ministers who were interested in "raising up" men to fill their places when they could no longer labor. In 1635 the town of Boston agreed to ask Philemon Pormont to teach.

> Likewise it was then generally agreed upon that our brother, Philemon Pormont, shalbe intreated to beecome scholemaster, for the teaching and nourtering of children with us. (2)

The following quotation indicates the sincere desire on the part of the clergy to obtain schools. Mather in the Magnalia speaks of John Elliot as follows:

> A grammar school he would always have upon the place, whatever it cost him; and he importuned all other places to have the like. I cannot forget the ardor

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1. W. H . Small, "The New England Grammar School, 1635 - 1700," School Review X, (September, 1902), p. 514.
2. Second Report of the Record Commissioners of the City of Boston, 2d Edition, 1881, p. 5.

> with which I heard him pray in synod of the churches which met at Boston, to consider 'how the miscarriages which were among us might be prevented', I say with what fervor he uttered an expression to this purpose; 'Lord, for schools everywhere among us. O that our schools may flourish. That every member of this assembly may go home and procure a good school to be encouraged in the town where he lives that before we die we may see a good school encouraged in every plantation of the country'. (1)

Thus under the efforts of the clergy the school at Boston was begun. (2)

The town of Charlestown was the second to found a school in 1636. It is not certain that this school was a Latin Grammar school at this date as the record only indicates the appointment of Mr. Witherell to teach for a year.

> 1636, June 3, Mr. Witherell was agreed with to keep a school for a twelve-month, to begin the 8th of August and to have forty pounds this year. (3)

The history of the school is outlined as follows:

> 1636. School founded with Mr. Witherell as master. The establishment of the school was so soon after that of Boston that it is very likely that it was patterned after it. Hence it was, without much doubt, a Latin grammar school.
> 1647. For the support of this school Lovell's Island and the Mistick Weir were leased and the money given toward the expenses of this school and the master.
> 1648. It was ordered by the town to build a school-house on "Windmill Hill" and the expense to be paid for by "a general rate." (4)
> 1661. Ezekiel Cheever became master of the school and taught until 1671 when he went to Boston.
> 1666. Cheever had reason to complain of the necessity of repairs to the school house, of the lack of payment of this salary. Also he complained

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1. W. H. Small, "The New England Grammar School, 1635 - 1700," School Review X, (September, 1902,) p. 514
2. For further discussion see Chapter V
3. W. A. Mowry, The First American Public School, p. 542
4. R. Frothingham, The History of Charlestown, Mass., p. 97.

of the teaching of Mr. Mansfield in violation of the agreement between Master Cheever and the Town whereby no other teacher was to be allowed to teach in the town without his permission.

1671. Benjamin Thompson succeeded Cheever. The town agreed with Thompson "that he shall prepare such youth as are capable of it for college with learning answerable" and that he also teach the pupils to read, write and cipher. (1) Thompson taught three years there.

> 1678. The ministers of the town complained because of the decay of the schools.
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> 'the ministers complained in their sermons of the general decay of the schools and an effort was made to restore them'. March 10, 1678-79, a free school was established by the town voting 50 per annum for its maintainence 'and a convenient house for a schoolemaster'. (2)
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> 1704. Peleg Wissell was chosen mast of the school.
> 1718. The salary of the master was raised to sixty pounds.
> 1725. Master's salary was raised to eighty pounds.
> 1748. "An addition of £100 was made to the salary of the grammar school master and a committee was appointed to visit school once a quarter". (3)
> 1749. Matthew Cushing was permitted to keep a private school to teach reading, writing, and other sciences. (4)

The history of the school indicates a series of successes and failures. At times it was entirely inadequate if not defunct.

The third school to be founded was at Ipswich in 1636. There is some doubt as to the correct date of founding as

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1. W. H. Small, "The New England Grammar School, 1635-1700", School Review X (September, 1902), p. 515.
2. H. H. Edes, Charlestown in the Colonial Period, p. 397
3. R. Frothingham, The History of Charlestown, Mass., p. 259.
4. Ibid., p. 260.

it apparently was begun and proved unsuccessful. It was reestablished again in 1651. (1) The following quotation from Abraham Hammatt's address is perhaps the best statement of the situation.

> It appears from our Records "that there was a Grammar School set up in ye year 1636," three years after John Winthrop the younger, with his twelve companions commenced a settlement in this place. This school was probably not a free school according to our acceptation of the expression, as there does not appear to have been any public provision made for its support. It was kept by Lionel Chute, who died 1644, after which event there does not appear to have been any public school until the establishment of this institution. (2) (3)

Dorchester was the next town to establish a school. The date of founding is determined as May 20, 1639.

> It is ordered, the 20th of May, 1639, that there shall be a rent of £20 a year forever imposed on Thompson's Island, to be paid by every person that hath propriety in the said Island, according to the proportion that any such person shall from time to time enjoy and possess there, and this toward the maintenance of a school in Dorchester. This rent of £20 yearly shall be paid to such a school-master as shall undertake to teach English, Latin and other tongues, and also writing. The said school-master to be chosen from time to time by the freemen, and it is left to the discretion of the elders and the seven men for the time being whether maids shall be taught with the boys or not. For the levying this £20 yearly from the particular persons who ought to pay it according to this order, it is further ordered that some man shall be appointed by the seven men for the time being to receive this, and on refusal to levy it by distress, and in finding distress, such person as so refuseth payment shall forfeit the land he hath in propriety in said island. (4)

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1. W. H. Small, op. cit. p. 517.
2. A. Hammatt, "Address Delivered on the Two Hundredth Anniversary of the Foundation of the Grammar School in Ipswich" Antiquarian Papers, I (Nov. 1879) No. 2.
3. For further discussion see Chapter V.
4. W. A. Mowry, The First American Public School, p. 538-9

Rev. Thomas Waterhouse was the first teacher of the school. (1)

Salem next established a school, the date being given as 1637 by Small and Felt. This history of this school is outlined as follows:

> 1637. Rev. John Fiske began duties as teacher and assistant to the minister.
> 1639. Mr. Edward Norris was chosen by town meeting to teach.
> 1655. School was kept in town house.
> 1670. February 21. A meeting was held to consider a grammar school master. April 5, the selectmen were ordered to provide one.

This was accomplished by the following agreement, according to the town meeting held May 18, 1670.

> The business about Mr. Daniell Epps Jun for a scoolmaister was presented to the town and wt agreemt was made was alowed: vidz for one yeare to haue twenty pounds in such pay as may be suetable for him and Mr Jno Corwine did Pmise to see him pd in the behalfe of the towne and the Towne to raise it in a Rate for his repaymt and the sd scoolmaister to haue beside halfe pay for all scollers of the Towne; and whole pay from strangers. (2)

1673. Mr. Norris resumed the Grammer School on the 17th of July before Mr. Epes left town.

> 1676. Mr. Norris was allowed 3 for the use of his house in which to teach a grammar school.
> 1677. Daniel Epes was invited to return for 60 to teach English, Latin, Greek, Church Religion, and Manners. (3)
> 1678. Joseph Brown left the school fifty pounds.
> 1687. William Brown gave rent of his farm toward support of the school.
> 1694. Each able scholar of the town paid fifteen shillings a year to the grammar school.
> 1697. The tuition was reduced to twelve shillings in money.
> 1698. Tuition was raised to eighteen shillings.
> 1698. The town asked aid to support school.

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1. For further discussion see Chapter V.
2. Salem Town Records, 1659-1680, p. 41.
3. See Appendices for agreement.

1699. Mar. 1, Samuel Whitman succeeds Mr. Epes at £50. Aug. 25, John Emerson succeeds Whitman at 50. He was to teach Latin, Greek, Writing and Ciphering. 1700. Income of the school in this year was as follows:

Ryall Side	22	5s	6
Baker's Island	3	0	0
Misery Island	3	0	0
Beverly Ferry	6	0	0
Interest on Wm. Brown legacy of £50.	3	0	0
Interest on Jos. Brown legacy of £50.	3	0	0
Marblehead Ferry		18	
Total	41	3	6

Elijah Corlett was Master of the school established in Cambridge in 1643.

> Mr. Elijah Corlett had a Grammar School in Cambridge in 1643 and continued until his death in 1686-7. (2)

In "New England's First Fruits" is the following quotation:

> by the side of the College a faire Grammar Schoole, for the training up of young scholars, and fitting of them for Academical Learning that still as they are judged ripe, they may be received into the College. (3)

Master Corlett is the master who very well proved himself in ability, dexterity and painfulness in teaching. (4) The school was built by the public spirit of President Dunster and Edward Goffe. The building was taken down in 1669. (5) Little is heard of the school after that time.

In 1644 at a general meeting of the inhabitants of Edeham the following act which marks the founding of the school in that town was voted:

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1. Barnard's American Journal of Education, 27: 103
2. E. E. Brown, The Making of our Middle Schools, p.40.
3. S. A. Eliot, A History of Cambridge, 1630-1913, p. 51.
4. Ibid., p. 51.
5. Ibid., p. 51.

> The town of Dedham was begun in the year 1636. At a general meeting of the year 1644, 'The said inhabitants, taking into consideration the great necessitie of providing some means for the education of the youth in Or said Towne, did with an unamious consent declare by voate their willingness to promote that worke promising to put their lands to towne. And also did resolve and consent to betrust the said £20 pr annum and certain lands in our town formaly set apart for publique use into the hands of feofees to be presently chosen by themselves to employ the said £20 and the land aforesaid to be improved for the use of the said schoole; that as the prophets shall arise from ye said land every man may be proportionately abated of his some of the said £20 aforesaid freely to be given to the use aforesaid.' The feofees were chosen at the same meeting. At a later meeting of the same year there was 'granted to ye feofees for ye schoole in Dedham for the use of the schoole a percell of the training ground' for the period of six years. (1)

According to Small it is fairer to place the date at 1653, because of the character of the school during the early years of its existence.

> It was not until 1653 that the master agreed to teach the 'Accidence.' Inferential evidence is the salary of £20 which would indicate a Latin Grammar school. Future votes show that it was intermittent in grade and that able men were not always in charge. In 1663 the master agreed to teach 'the Latin tongue so far as he can and to try for one quarter of a year how he may suit with the town.' (2)

The selection of feofees and the provisions made for the school, as quoted from Schafer, would indicate the founding of a Latin Grammar school, at least in intent; and that is as much as can be said for many others due to the scarcity of good teachers. For this reason the earlier date is taken as the one on which the school was founded. There was

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1. J. Schafer, The Origin of the System of Land Grants for Education, p. 14.
2. W. H. Small, "The New England Grammar School, 1635-1700", p. 518. School Review, X (September, 1902), p. 518.

considerable trouble in obtaining teachers. An agreement was made with Master Holbrook in 1685 "to keep the school and to teach such children as come, to read and write both English and Latin, according to their ability and their capacity." (1) In 1691 the town was presented for not having a grammar school. (2) The salary varied between £10 and £30 not being at any time sufficiently large to attract any of the better teachers.

The last of the early schools was the one at Braintree. The beginning of this school too, is uncertain for it was not until the school had been in existence for years that mention is made of it. However, as early as 1640 there is mention in the town records of the "Schoole Land." (3) C. F. Adams in his "History of Braintree" says,

> There are entries in the Braintree records which indicate that a public Latin school was established in the town at a very early period, in the neighborhood, indeed, of 1645, though the exact date cannot now be fixed; yet in 1735 the records refer to 'a Free Latin School' which had then been kept by the town 'for about ninety years,' ..... (4)

It is known that Henry Flint, the master taught in his own home the earliest building not having been built until a little before 1679. In that year Benjamin Tompson was engaged to be master receiving for his services the rent of the town land which amounted to about £15 and a further sum sufficient to make his salary £30. The scholars paid

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1. W. H. Small, "The New England Grammar School, 1635-1700", p. 518. School Review X, (September, 1902), p. 518.
2. Ibid., p. 518.
3. Braintree Town Records, p. 1
4. C. F. Adams, History of Braintree, p. 160
5. D. M. Wilson, Three Hundred Years of Quincy, p. 225-48.

tuition fees and brought wood with which to heat the school. (1) The building in which he taught measured twenty feet by sixteen feet. In 1700 the selectmen agreed with a Mr. Eells to teach. (2) The year 1701, however, marks one of the more important years for the schools for in that year on September twenty-sixth at the meeting of

> The Inhabitants of Braintrey Regulerly Assembled for the setling of a School master or School-masters for ye year ensueing and raising of their sallary or Sallarys and a suitable way for ye paying of it... First voted that ye Rent of ye Town lands formerly paying to ye school shall continue as part of ye Sallery. 2. that ye parent or master that shall send any scholler or Schollers to ye said School shall pay for each Scholler to ye Town Treas^{r} for ye suport of ye school five shillings a year & Proportionable for any part of it. 3. That any Person or Persons liveing out of ye Town who shall send any Scholler or Schollers to the afores^{d} school shall pay Twenty Shillings a year to ye Town Treas and proportionable for any part of it. Provided that any poor persons in this Town who shall send any Children to s^{d} school & find themselves unable to pay upon their Applycation to the Selectmen it shall be in their Power to abate or remit a part o ye whole or ye above s^{d} Sum... 4. That what the Rent of ye Town Lands and ye head money of ye Schollers shall fall short of ye School-masters sallery be Raised by a Town Rate equally proportioned upon ye Inhabitants of s Town.
>
> Then also voted y^{t} Lt John Bazter & Lt Samuel Pennimon should carry what is agreed upon & voted as above s^{d} to ye next sessons & offer it to them for their approbations & confirmation.
>
> Ye same day also ye s^{d} Inhabitants voted that Sir Veasey. John Veasey should be ye Schoolmaster for ye present yeare, if he and ye Selectment can agree they to agree with him as reasonabley as they can: (3)

In 1705, Tompson returned and taught school until 1710.

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1. D. M. Wilson, Three Hundred Years of Quincy, p. 225-48
2. Town Records, p. 47.
3. Town Records of Braintree, p. 51.

In 1715 an entry in the town records show that John Cleverly was chosen master at a salary of thirty-four pounds. (1) In 1720, the practice of charging tuition was dropped and the entire expense of maintaining the school rested on the town. Records of the town for the year 1735 (2) present a statement indicating the existence of the school for almost a century. About this same time there began to be some contention in the town in regard to keeping one central school or keeping two schools, one in the north precinct and in the middle. In 1738 this question was voted on and decided in favor on one school. The following year the question came up again before the town and this time it was voted to keep two schools. In 1746 the sum of two hundred pounds was voted for the maintenance of schools. In 1757 a grammar school was kept half the year in the north precinct and one half the year in the middle precinct. There is in evidence in this town of the trend that brought about the "moving school." The decentralization of the town made it difficult for one school to serve the community and in its attempt to do so it moved from one section to another. This procedure was not satisfactory, however, and soon was abandoned, at least, in so far as it affected the secondary school.

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1. Town Records of Braintree, p. 86
2. Ibid., p. 185

Chapter III

Early Legislation Concerning Schools

The schools of the Massachusetts Bay Colony were founded because of the recognition on the part of the leaders of the necessity of education if the growing state were to develop and expand. As the colony did expand and the list of towns increased it became more and more evident to the clergy and "General Court" that measures must be taken to insure the desired education. Not all the towns were as zealous in the pursuit of education as were those which founded early grammar schools. In fact, there began to be exhibited among the less cultured populous a neglect in the matter of education. This neglect appeared to the clergy as a grievous fault needing attention. The Church through the "General Court" sought to remedy this condition by the passage of the Law of 1642.

> This Co^{rt}, taking into consideration the great neglect in many parents and masters in training up their children in learning, and labor^{r}, and other imployments wch may be profitable to the commonwealth, do hearupon order and decree that in every towne the chosen men appointed for managing the prudunciall affaires of the same shall hencefourth stand charged wth the care of the redresse of this evill, so as they shalbee liable to bee punished or fined for the neglect thereof, ... (1)

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1 The Records of the Colony of the Massachusetts Bay in New England, Volume, 2, pp. 8-9.

It is apparent that the Church looked upon education as its protection as well as that of the state. This law, new in its philosophy, begins to show the American ideal for democracy. It is the first law to decree "that all children should be taught to read." (1) It also indicates that it was the Court's right and duty to enforce such education through the selectmen of the towns. This law, however, applies only to elementary vernacular education. In so far as it confines its attention to this training by the parents it expresses the influence of Calvinistic teaching.

The unadulterated power of English educational philosophy was not expressed in legislation until 1647, when the Court again took upon itself the welfare of Church and State and again acted to preserve those institutions through the agency of education.

> It being one chiefe piect of y^{t} ould deluder, Satan, to keep men from the knowledge of ye Scriptures, as in form^{r} times by keeping y^{m} in an unknowne tongue, so in these latt^{r} times by pswading from ye use of tongues, y^{t} so at least ye true sence and meaning of ye originall might be clouded by false glosses of saint seeming deceivers, y^{t} learning may not be buried in ye grave of o^{r} fath^{rs} in ye church and commonwealth, the Lord assisting o^{r} endeavo^{r}s, --
>
> It is therefore ord^{r}ed, y^{t} ev^{r}y towneship in this iurisdiction, aft^{r} ye Lord hath increased y^{m} to ye number of 50 householders shall then forthwth appoint one wth in their towne to teach all such children as shall resort to him to write and reade, whose wages shall be paid eith^{r} by ye parents or mast^{rs} of such children, or by ye inhabitants in gen^{r}all, by way of supply, as ye maior pt of those

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1. E. P. Cubberley, A Brief History of Education, p. 195.

> y^t ord^r y^e prudentials of y^e shall appoint; pvided, those y^t send their children be not appressed by paying much more y^n they can have y^m taught for in oth^r townes; and it is $furth^r$ ordered, y^t where any towne shall increase to y^e $numb^r$ of 100 families or $household^{rs}$ they shall set up a grammer schoole, y^e m^r thereof being able to instruct youth so farr as they may be fited for y^e university, pvided, y^t if any towne neglect y^e performance hereof above one yeare, y^t every such towne shall pay 5^t to y^e next schoole till they shall pforme this order. (1)

George H. Martin found six principles underlying these two laws: (2) First, universal education of youth is essential to the well-being of the state. Second, the obligation to furnish this education rests primarily upon the parent. Third, the state has a right to enforce this obligation. Fourth, the state may determine the kind of education, and the minimum amount. Fifth, public money raised by general tax may be used to provide such education as the state requires. Sixth, education higher than the rudiments may be supplied by the state for opportunity must be provided at public expense for youths who wish to be fitted for the university.

On these two laws New England founded her schools and put into practice her educational ideals and policies. In consequence of these laws many schools were established which would not have existed otherwise and some towns were put to a good deal of inconvenience and trouble trying to avoid compliance under the watchful eye of the court.

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1. The Records of the Colony of Massachusetts Bay in New England, Volume 2, p. 203.
2. The Evolution of the Massachusetts Public School System, p. 14.

Education was not insured by law and it became increasingly clear that the type of education established by the court was not popular. An increasing number of towns neglected the order of the law and failed to maintain the required schools. For this reason the court passed the law of 1671 increasing the fine for neglect of compliance to the law of 1647. It reads as follows:

> Whereas the law requires euery toune, consisting of one hundred families or vpward, to sett vp a grammer schoole, and appointe a master thereof, able to instruct youth so as to fitt them for the colledge, and vpon neglect thereof, the said toune is to pay fiue pounds p anum to the next Lattin schoole vntill they shall performe that order, the Court, vpon weighty reasons, judge meete to declare and order, that euery toune of one hundred familyes and vpwards that shall neglect or omitt to keepe a grammar schoole, as is prouided in that lawe, such toune shall pay tenn pounds p anum vnto the next toune schoole that is sett according to that lawe. (1)

The increased fine did not avail much and conditions continued to get worse. To stem the tide of neglect town after town was presented to the court but the fines were often paid in preference to keeping the required school. In 1683 another attempt was made to enforce the founding of schools.

> The Court doth order that whenever a town has 500 families, it shall support two grammar schools and two writing schools. (2)

This was as useless as the previous one and failed to check the increasing unpopularity of the grammar school.

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1. The Records of the Colony of the Massachusetts Bay in New England, Volume 4, p. 486.
2. G. B. Emerson, Education in Massachusetts, p. 13.

The law was later amended and the fine increased as is shown by the following quotation:

> As an addition to the law, title Schooles, this Court doth order and enact, that euery toune consisting of more than fiue hundred familjes or householders shall set vp & mainteine two grammar schooles and two wrighting schooles, the masters whereof shall be fitt and able to instruct youth as sajd law directs; and whereas the sajd law makes the poenalty for such tounes as provides not schooles as the directs to pay to the next schoole ten pounds, this Court heereby enacts, that the penalty shall be twenty pounds where there were two hundred familjes or householders. (1)

One other act is significant in that it shows the prevalence of undesirable teachers. Such teachers became so numerous that as early as 1654 it became necessary to legislate against them. The following act resulted.

> Forasmuch as it greatly concernes the welfard of this country that the youth thereof be educated, not only in good literature, but sound doctrine, this Court doth therefore commend it to the serious consideration and speciall care of the ouseers of the colledge, and the selectmen in the seuerall tounes, not to admitt or suffer any such to be contynued in the office or place of teaching, educating or instructing of youth or child, in the colledge or schooles, that haue manifested y^m selues vnsound in the fayth, or scandelous in theire liues, and not giueing due satisfaction according to the rules of Christ. (2)

Some of the masters were not only undesirable from a religious standpoint but were actually cruel to the scholars to the degree that they were in some instances fined for cruel and barbarous beating of students. (3)

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1. The Records of the Colony of the Massachusetts Bay in New England, p. 414, volume 5.
2. Ibid., p. 343, volume 3.
3. Ibid., p. 275, volume 1.

Chapter IV

Schools Founded After 1645

After the Court had placed the founding of schools on a compulsory basis there was a decided increase in the number of schools established. Also there was a noticable attitude of reluctance on the part of the towns. In many cases they did make an effort to comply with the law but they also saw to it that they did no more than was required. Watertown is an example of this attitude. First mention of the school in 1649 in the records of the town is as follows:

> Agreed that John Sherman should wright a letter: in the Townes name: vnto Dauid Mechell of Stamfourth to Certify to him: the Townes desire to him: to Come and keepe School in the towne. (1)

Evidently nothing came of this letter for the next year the town hired Richard Norcross "for the teaching of children to read and write, and so much Latin according to the order of the Court." (2) The town valued the writing school but rather begrudgingly added enough Latin to cover the law and obtain credit for keeping a grammar school. In 1664 the school was robbed by Indians of some seventeen Greek and Latin books. In 1667, the town voted that the "School should be Free to all the settled Inhabitance." (3)

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1. Watertown Records, 1894, p. 18.
2. W. H. Small, "The New England Grammar School, 1635-1700," School Review, X (September, 1902), p. 517.
3. Watertown Records, 1894, p. 91.

Ten years later the town left it with the selectmen to agree with a school master "as cheap as they can." (1) Two years later Mr. Norcross was again sought to become master of the school and the following agreement was made.

> To keep the school in the school house for the year following, and to begin the nineth of April 1679, and to teach both Latin and English scholars, so many as shall be sent unto him from the inhabitants, and once a week to teach them their catechism; only in the months of May, June, July, and August, he is to teach only Latin scholars and writers, and them in his own house, and there to afford them all needful help, and the other eight months in the school house, both Latin and English scholars, for which the Selectmen agree that he shall have £20. (2)

Small cites that the people complained about keeping the school in the master's house so it was kept in the school house all the year round. The following year, 1680, the town made the school an English school but the Court at once ordered the town to provide a grammar school so Mr. Norcross was again engaged to fulfil the law. (3) In 1690 and again in 1696 the town was "presented" for not keeping a grammar school. In 1700, a Mr. Goddard was hired as schoolmaster for ten pounds. Again in 1764 mention is made of Rev. Joseph Moore as master of a school for the sum of forty pounds.

The town of Newbury begins its school history with a vote of "foure akers of upland" and sixe akers of salt marsh" to Anthonly Somerby, "for his encouragement to keepe

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1. W. H. Small, "The New England Grammar School, 1635-1700," School Review X (September, 1902) p. 517.
2. Ibid., p. 517.
3. Ibid., p. 517.

schoole for one yeare." (1) This vote was taken in 1639. Later the town levied a rate of twenty-four pounds for a school that was to be kept in the meeting house. (2) In 1658, the town was "presented" and ordered to pay five pounds to the town of Ipswich for not keeping a school. (3) There is no record, however, to indicate what was done about the matter. In 1687 a committee agreed with a Seth Shove "to be the Latin school master for the town of Newbury for the present year." (4) In 1691 a moving school was kept in three parts of the town and six pence per week was charged for Latin scholars. (5) In 1696 the schoolmaster was offered thirty pounds in country pay provided he demand four pence a week for Latin scholars and teach the town children to read, write and cypher without pay. (6) Here, again is a combination writing and grammar school designed to meet the demands of the law on the one hand and on the other to supply the rudiments of reading and writing.

The Northhampton grammar school begun its existence at some time around the year 1667. A clause in the agreement with the second schoolmaster reads, "six pence per week to learn the 'Accidence', writing, casting accounts." (7)

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1. E. P. Cubberley, History of Education, p. 362.
2. Ibid., p. 362.
3. W. H. Small, "The New England Grammar School, 1635-1700," School Review, X, (September, 1902), p. 518.
4. Ibid., p. 518.
5. Ibid., p. 518.
6. Ibid., p. 518.
7. Ibid., p. 520.

There was much difficulty in obtaining teachers for the school. But in 1688 it was given permanency and five years later the town voted that it should be made a free grammar school for twenty years. The salary of the master, set at forty pound, was to be raised by rate upon the inhabitants of the town. At the end of the twenty years the school was renewed for another period of twenty years. (1)

The school at Hadley received three hundred and eight pounds from the Hopkins legacy for its maintenance. In 1667 the town granted two little meadows for the use of the school. In 1681 a committee was appointed to obtain a schoolmaster to teach Latin and English. The tuition was set at twenty shillings a year for Latin and sixteen shillings a year for English. In 1743, Josiah Pierce, a Harvard graduate became master. The subjects taught at that time were reading, writing, arithmetic, Latin and Greek. Josiah Pierce remained as master for eighteen years. (2)

A Hingham contract in the year 1670 reads,

> Henry Smith engageth that with care and diligence he will teach and instruct, until a year be expired, in Latin, Greek, and English, in writing and arithmetic. (3)

In 1690, the town voted that the selectment should obtain a schoolmaster "as cheap as they can get one, provided they shall hire a single man and not a man that have a family." (4)

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1. W. H. Small, "The New England Grammar School, 1635-1700," School Review X, (September, 1902), p. 520.
2. Ibid., p. 520.
3. Ibid., p. 519.
4. Ibid., p. 519.

The financial condition of the town at this time must have been rather poor for the people were paying taxes in milk pails, rather than money. (1)

It is somewhat surprising to notice that the school at Plymouth does not date back earlier than 1671 and there is some doubt if even at that time the school was really set up. At least, there is no mention of a school before 1670. (2) In that year a law was passed providing that

> all such profits, as might or should annually accrue to the Colony, from time to time for fishing with nets or seines at Cape Cod, for mackerel, bass or herrings, to be improved for and towards a Free School in some town of this jurisdiction, providing a beginning were made within one year after the grant. (3)

The income at that time amounted to about thirty-three pounds. Plymouth took advantage of this grant and sometime in 1671 chose John Morton to teach writing, reading (Bible) and casting accounts. (4) He was succeeded the next year by a Mr. Corlett from Harvard. The town voted "Sepecan, Agawam and places adjacent, the profits and benefits thereof, shall be improved and employed for and toward the maintenance of the free school now begun and erected at Plymouth." (5) Corlett was a true master and stressed Latin and Greek so much that in 1674 the town voted that children "be taught to write and cypher besides that which the country expects from the said school." (6) This apparently did not meet with the

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1. W. H. Small, "The New England Grammar School, 1635-1700," School Review X, (Sept., 1902), p. 519.
2. Ibid., p. 521.
3. James Thacher, History of the Town of Plymouth, p. 329.
4. E. G. Dexter, A History of Education in the United States, p.39
5. W. H. Small, op. cit., 521.
6. Ibid., p. 521.

approval of the master for Corlett left the school and nothing is mentioned again in relation to a grammar school until 1685 when

> a Latin School was ordered in each of the known shire towns (Plymouth, Barnstable and Bristol.) Each pupil from those towns was to pay three pence a week for English branches and six pence when he comes to his grammar. (1)

These orders were not enforced, however, until the colony was joined to the Massachusetts Bay colony in 1692. Then the General Court of the colony gained control and with the usual vigor kept a watchful eye over the town to see that the schools were kept. There is some doubt about the existence of a grammar school after the failure of Mr. Corlett to interest the town in Latin and Greek until the year 1699 when historians seem to agree that at least there was a Latin grammar school. (2) In 1705 the cost of tuition varied with the distance from the school. Those living within one mile of the school paid four pence, those between one and two miles paid two pence, and no tuition was charged those living over two miles from the school. (3) Thus the school continued without very much backing by the town until the year 1779 when the following act resulted:

> At a meeting of the town, Resolved, as the laws enacted by our provident ancestors, with wonderful wisdom and sagacity, for the establishment and regulation of schools, have diffused an universal spirit of knowledge and inquiry, not to be met with in other states or kingdoms, and have been a great means, under Providence, of preserving this people

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1. W. H. Small, Op. cit., p. 523.
2. James Thacher, op. cit., p. 330., W. H. Small, op. cit., 523.
3. W. H. Small, op. cit., p. 523.

> from the shackles fabricated for them by a foreign power, and as the preservation of the freedom, health, and vigor of the state depends in a great measure, upon the strictest attention being paid to this institution: Resolved, that the school committee be ordered to provide (if such one be not already provided) an able and faithful master to keep the grammar school in this town, possessed of such qualifications as are required by law. (1)

At this late date the towns people seem to have realized the value of the schools to the welfare of the state and community.

An entry in the town records on December 19, 1673 would indicate that thetown of Swansea established a grammar school in that year.

> It was voted and ordered, nemine contradicente, that a school be forthwith set up in this town for the teaching of grammar, rhetoric and arithmetic, and the tongues of Latin, Greek, and Hebrew; also to read English and to write, and that a salary of forty pounds per annum in current country pay, which passeth from man to man, be duly paid from time to time, and at all times hereafter, and that John Myles, the present pastor of the church here assembling be the schoolmaster. (2)

Whether or not this act was carried into effect is doubtful for, as Small points out, the town is not mentioned as sharing in the distribution of the "Cape money" for the support of schools. (3) In 1698, however, Jonathan Bosworth was employed as teacher at the salary of eighteen pounds, one fourth of which was paid in money and the rest in provisions. In 1702 the town was fined five pounds for not having a school whereupon they employed John Devotion at twelve pounds and diet. (4) The next year he was reemployed for six years

1. James Thacher, op. cit., p. 218.
2. History of Swansea, Compiled and Edited by O. O. Wright, p. 57.
3. W. H. Small, op. cit., p. 523.
4. History of Swansea, Compiled and Edited by O. O. Wright, p. 57.

and at the end of that term his contract was renewed for twenty years.

Duxbury is a typical example of the reluctant town that maintained a school only under the constant vigil of the Court. Ichabod Wiswall held school from 1677 to 1700. The town received a portion of the "Cape money" for schools to the amount of eight pounds. When Wiswall left, the school was closed, and in 1709, the town was fined five pounds for want of a schoolmaster. In 1731, Pelatiah West was

> chosen to answer their presentment of said court for not being provided with a schoolmaster (1)

Again in 1737, the town was presented for having no school. The school was kept at intervening times for in 1741 the town voted that the school should "go round with the sun as it has been kept ever since the said town were provided with a grammar school". (2) In 1742 two men were chosen to see the land which had been granted by the court for the school. This land was later sold for £750, old tenor. (3)

In the distribution of the "Cape money" for 1678 the town of Rehoboth is mentioned as keeping a grammar school. Later votes of the town show that the school prospered. In 1708 an agreement with a schoolmaster reads, "to instruct in reading, writing, grammar and arithmetic". (4) In 1712, the school appropriation was made with the understanding that the old part of the town be obliged to maintain a

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1. W. H. Small, The New England Grammar School, 1700-1780", School Review, XIV (Jan, '06), p. 44.
2. Ibid., p.44.
3. Ibid., p.44.
4. Ibid., Small, op. cit., Volume X, p. 522.

grammar school.

Lemuel Shattuck, the Concord historian and W. A. Small do not agree as to the date on which the grammar school of that town was founded. Shattuck claims that a school was maintained previous to 1680. Small points out that a report to the county court in Cambridge that year says:

> As for grammar scholars we have none except some of honored Mr. Peter Buckley's and some of Rev. Mr. Esterbrook's, whom he himself educates. (1)

One must have been established some time after this, however, for a committee was appointed in 1692 to petition the General Court "to ease us in the law relating to the grammar schoolmaster or to procure one with prudence for the benefit of learning, and saving the town from fine." (2) From 1692 on, a school was kept continuously. In 1715, the school became a moving school. In 1722, Timothy Minott agreed to become master for ten years at the salary of forty-five pounds a year. In 1732 several schools were held throughout the town and each master was obliged to teach the scholars to read, write, and cipher free of charge. The grammar school was substituted for all others in 1767. It was kept twelve weeks in the center and six weeks in each of the other six parts of the town. This school like so many of the others of its time, although classed as a grammar school was one of a very impure type.

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1. W. H. Small, The New England Grammar School, 1635-1700", School Review, X (Sept. 1902) p. 519.
2. Lemuel Shattuck, A History of the Town of Concord, p. 220.

The town of Bristol voted in 1683 to look for a grammar school-master and use their endeavor to attain five pounds of the "Cape money" granted for schools. There is no evidence that the school ever began. (1) No mention is made of the town in the distribution of "Cape money" of 1682-3. In 1699 scholars were required to pay four pence a week for their Latin, hence, Small concludes that there was a school, in existence in the town, that at least purported to be a Latin Grammar School. It is likely, however, that the school was a very irregular nature.

Barnstable is credited with a grammar school, since in 1683 the town is mentioned in the distribution of the "Cape money." Goodwin in the "Pilgrim Republic" credits the town with a grammar school in 1685, but no mention is made of one in the town records until 1713. (2)

A presentment in court caused the town of Taunton to pass the following vote in 1697:

> Then did make Choice of Mr. Samuel Danforth to keep a grammar school here in Taunton this present year. (3)

Samuel Carter the first master of the grammar school at Woburn had the unique experience of receiving two years' salary without having any pupils to teach. He was appointed in the year 1685 for five pounds but no pupils came to the school. He was reappointed for the next year for thirty shillings if no pupils came and was to receive five pounds

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1. W. H. Small, "The New England Grammar School, 1635-1700", School Review, X, (Sept. 1902), p. 523.
2. Ibid., 523.
3. Ibid., p. 523-4.

if pupils did attend. No pupils came the second year so he received the thirty shillings. (1) In 1700 a committee of three was chosen to obtain a master for the school but nothing was done. In May of the same year a new committee was appointed "to agree with Sir Fox or any other gentleman upon as easy terms as they can". (2) Sir Fox was hired for four months on trial and was then reengaged for a year for twenty-eight pounds. In 1701 the salary was reduced to eighteen pounds with the stipulation that if there was more work than the previous year forty shillings more would be added. The school did not flourish, however, and in 1704, Dudley Bradstreet was acting as temporary master during the session of court. He received his expenses and eighteen shillings for his trouble. (3) In 1706 the town was presented to the court but was excused because it was trying to find a teacher. The matter dragged until March 1708 when the town ordered the selectmen "to provide one against the next court, which is the 9th current, if possible". (4) Mr. John Tufts was engaged to begin the eighth of March and then come again when the town should send for him. (5) He proved so popular, however, that he was engaged for a year to go to various parts of the town and was furnished with a horse. The town seems to have had a very difficult time to obtain teachers. In 1710, a Dr. Oaks, Mr. Kallender, Sir Wigglesworth and Mr. Wadsworth were

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1. W. H. Small, "The New England Grammar School, 1635-1700," School Review, X, (Sept., 1902) p. 519.
2. W. H. Small, "The New England Grammar School, 1700-1780," School Review, XIV, (Jan. '06), p. 43.
3. Ibid., p. 43
4. Ibid., p. 43
5. Ibid., p. 43

all sought before Mr. Wadsworth finally was secured.

> In this instance, in order to secure a teacher, two journies to Boston and two to Cambridge were taken and it was six weeks before one could be obtained. (1)

The town record of 1732 indicates that the town continued to dodge the court by obtaining a master for only the time that the court was in session:

> to Mr. Ebenezer Flagg in full for keeping a grammar school in the past year, and standing in schoolmaster two courts 13 - 0 - 0. (2)

From 1758 to 1770 the school had one master, Mr. John Fowle, who was noted for his Latin and his discipline. In 1760, he petitioned the town for some additional allowance "in consideration of the fatigues he hath had by reason of so many removals". (3)

Rev. Mr. Shepherd, minister in the town of Lynn had kept a grammar school almost continuously from 1687. In 1700, the selectmen chose him to keep the grammar school for the town for which he was to receive thirty pounds. (4) In 1702 the town gave the schoolmaster forty pounds and the Latin pupils were charged six pence per week. This school illustrated the tendency of the school to be grouped around the minister and shows the close connection between the ministry and the school.

The town of Portsmouth, New Hampshire, then within the jurisdiction of the Massachusetts Bay Colony, voted in the

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1. A. L. Hill, "A Glimpse at Colonial Schools", New England Magazine, ns, XVIII, p. 449.
2. W. H. Small, op. cit., p. 43, vol. 14.
3. Ibid., p. 43
4. Ibid., p. 520.

year 1696 that "an able schoolmaster be provided for the town as the law directs, not vicious in conversation". (1) This vote applied to a grammar school as the record shows the price for Latin students was twenty-four shillings a year. (2)

Josiah Cotton, a Harvard graduate, kept a school in Marblehead beginning in 1698. The school cleared the legal demands of a grammar school but it lacked necessary backing and popularity. In his diary Cotton says:

> The people there, being generally if not universally inclined to give their children common learning, though scholars rise but thin amongst them. There was but one that went from thence whilst I kept school to the college.....There was another designed, but death put an end to the design. (3)

Sandwich, Mass. had a school as early as 1679 in which the master taught reading, writing, and arithmetic, but Latin was not introduced until 1707 when an appropriation of twenty pounds was made to obtain a master "to instruct the children in reading, writing, arithmetic and Latin. (4)

Charles H. Bell in his History of Exeter, New Hampshire (5) gives the impression that the town had a grammar school of which Philemon Pormort, first master of the Boston Latin School, was the master. This is taken for granted merely because he was a schoolmaster and it seemed probable that he would follow the same occupation in his new location that he had carried on in Boston. There

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1. W. H. Small, "The New England Grammar School, 1635-1700", School Review, X, (Sept. 1902), p. 529-30
2. For further discussion see chapter V.
3. W. H. Small, op. cit., p. 520.
4. Ibid., p. 524.
5. Page 286.

is no record in any of the town books to warrant this conclusion and the most that can be said in its favor is that it is likely. Pormort moved to Exeter about 1638 and remained for five years. If he did conduct a school there it was of a private nature and was not supported by the town. (1)

Several mentions concerning a parcel of land set aside for the maintenance of a school indicate one at Springfield as early as 1690. No mention is made, however, as to its nature. It was most probably to be classed as an elementary school as the town was not likely to support a grammar school at that time.

The town of York, Maine, began its school history with the appointment of Nathaniel Freeman as schoolmaster in 1701. The school was at that time only a writing school and did not become a Latin grammar school until 1717 when a vote was passed to employ a "grand school master" for one year to instruct the children in "learned things." In 1723 the Rev. Samuel Moody had a class in Latin. Some time previous to 1760 a school building in which Mr. Moody taught had been erected near the parsonage. (2)

E. W. Hall (3) credits Portland with the founding of a grammar school in 1736 "in which more extensive culture was provided, as a preparation for the university." (4) In 1745, Stephen Longfellow transferred his grammar school from York to Portland. (5)

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1. For further discussion see Chapter V.
2. E. C. Moody, Handbook History of the Town of York, p. 126-7
3. History of Higher Education in Maine, p. 8.
4. Ibid., p. 8.
5. Ibid., p. 8.

Samuel Moody who taught Latin in York is also responsible for the founding of another Latin Grammar School which was known as the Dummer School. This school was founded in 1762 in Newbury. William Dummer set apart his dwelling house and farm for the school's use. Moody "conducted the school in every respect. The trustees under the will did nothing, and had nothing to do. The Parish Committee was annually chosen, but their office was little more than a sinecure;--and the overseers of the College were never called upon to consider the delicate question of senile incompetence." (1) In 1782 the school was incorporated into an academy. This school was a private school from the start and was not subject to the will of the town.

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1. Barnard's American Journal of Education, 28:785-92.

Chapter V

The Latin Grammar School at Its Best

In the preceding chapter some of the most prominent schools of the colonies have been mentioned with the most outstanding points in their histories. There are several schools, however, which are more representative of the Latin Grammar School. The first of these is the Boston Latin School.

This school is the connecting link between the schools of old England and of New England. The early history of the school is so well outlined in "Old South Leaflets, No. 177" that it seems best to reproduce it here:

> The Boston Latin School was established when, on the "13th of the 2nd moneth 1635.....Att a General meeting upon public notice....it was.... generally agreed upon, that our brother Philemon Pormort shall be intreated to become schole-master for the teaching and nourtering of children with us." It is believed that the establishment of the school is largely due to John Cotton, who brought with him to Boston a knowledge of the High School which was founded by Philip and Mary in 1554 in Boston, in Lincolnshire, England, in which Latin and Greek were taught. Cotton came over in 1633. Two years later the Free School was established; and Cotton's will provides that under certain contingencies half of his estate should go to Harvard College and half to the Free School in Boston. Little is known of Philemon Pormort, the first master. He seems to have followed Wheelwright (banished for his adhesion to Mrs. Hutchinson) to Exeter, N. H., and subsequently to have gone to

> Wells, Me., and to have returned to Boston about 1642. In August, 1636, a subscription was made, "by the richer inhabitants, toward the maintenance of a free schoolmaster for the youth with us"; and Daniel Maude, a graduate of Emmanuel College, Cambridge, who came to America in 1635, and was then about fifty years old, was chosen to the office. Mr. Maude is called "a good man, of a serious spirit, and of a peaceable and quiet disposition." In 1643 he went to Dover, N. H., as minister to the congregation there, and remained until his death in 1645. In 1637, a garden plot was assigned to "Mr. Danyell Maude schole-master on condition of his building thereon if need be." There is some doubt as to whether Mr. Maude was an associate of successor of Mr. Pormort, but since Mr. Pormort is spoken of some years after his return to Boston as the only schoolmaster of the town, it is possible that Mr. Maude may have held the office while Mr. Pormort was absent, and that the latter may have resumed it for a while after his return. Besides the subscription referred to, various bequests were made to the school, and the records speak of the lease of lands or the loan of legacies originally given for its benefit. The town early appropriated to its support the rents of some of the islands in the harbor. In August, 1645, it was voted "to allow forever £50 to the master, and an house, and £30 to an Usher.... and Indians' children were to be taught gratis." (1)

The school during this early period was known under three different names: "The Free Schoole", "The Free Grammar Schoole" and "The Free Latin Schoole." (2) It was located on the street known as "the street going up to elder James Penn's," later "South-Latin-Grammar-School-Street" and now by the name of "School Street." (3) Some of the bequests and leases mentioned in the above quotation were those of thirty acres of land at Muddy Brook which in 1637 were assigned to the support of the school and "Deare Island" which in

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1. Old South Leaflets, No. 177, p. 35.
2. Catalogue of the Public Latin School in Boston, Nov., 1929, -p. 9.
3. Ibid., p. 9.

1641 was improved for the same purpose. (1) Although the school was known as "The Free School" it was the custom to charge tuition, the term "free" merely applying to the fact that the school was open to all classes of society.

In 1643 on the removal of Daniel Maude to Dover the school was conducted by John Woodbridge whose term of office lasted only for a year. No mention is made of the master between the years 1644 and 1650. Mr. Woodmansey served the school from 1650 to 1667. During his mastership the town hired Dannell Hincheman to assist him and to teach the children to "wright". (2) In 1649 the lease of some five hundred acres in Braintree was secured toward the support of the school. (3)

Benjamin Tompson was elected master of the school in 1667 in which office he continued until 1671. He was the first graduate of Harvard College to become master of the school. During his mastership the school received another gift of ten pounds from a Miss Hudson.

In 1671 Benjamin Tompson and Ezekial Cheever exchanged schools, Mr. Tompson going to Charlestown where Mr. Cheever had been teaching and Mr. Cheever coming to Boston. Mr. Cheever came at the request of the Governor and Magistrates of the colony and the elders of the Church and Selectmen of the town. (4) This indeed was in due accord with his

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1. Barnard's American Journal of Education, 27:66
2. Ibid., 27:66
3. Ibid., 27:66
4. Ibid., 1:308

reputation for he was the greatest master of his time. The famous master taught in the school until his death in 1708 and is credited with educating some of the most prominent men of his time. Mr. Cheever was given an assistant in 1703 whose task it was to teach the pupils to read and write. Two sketches of the school are worthy of quotation here:

AT THE LATIN SCHOOL UNDER EZEKIEL CHEEVER

The Rev. John Barnard, of Marblehead, who was born in Boston, Nov. 6, 1681, thus speaks in his Autobiography of his early days at the Latin school: "In the spring (1689), of my eighth year I was sent to the grammar-school, under the tuition of the aged, venerable, and justly famous Mr. Ezekiel Cheever. But after a few weeks, an odd accident drove me from the school. There was an older lad entered the school and the same week with me; we strove who should outdo; and he beat me by the help of a brother in the upper class, who stood behind master with the accidence open for him to read out off; by which means he could recite his ( ) three and four times in a forenoon, and the same in the afternoon; but I who had no such help, and was obliged to commit all to memory, could not keep pace with him; so that he would be always one lesson before me. My ambition could not bear to be outdone, and in such a fraudulent manner, and therefore I left the school. About this time arrived a dissenting minister from England, who opened a private school for reading, writing, and Latin. My good father put me under his tuition, with whom I spent a year and a half. The gentleman receiving but little encouragement, threw up his school, and returned me to my father, and again I was sent to my aged Mr. Cheever, who placed me in the lowest class; but finding I soon read through my ( ) in a few weeks he advanced me to the ( ), and the next year made me the head of it."

"Though my master advanced me, as above, yet I was a very naughty boy, much given to play,

insomuch that he at length openly declared, 'You Barnard, I know you can do well enough if you will; but you are so full of play that you hinder your classmates from getting their lessons; and therefore, if any of them cannot perform their duty, I shall correct you for it.' ....

"Though I was often beaten for my play, and my little roguish tricks, yet I don't remember that I was ever beaten for my book more than once or twice. One of these was upon this occasion. Master put our class upon turning AEsop's Fables into Latin verse. Some dull fellows made a shift to perform this to acceptance; but I was so much duller for which master corrected me, and this he did two or three days going. I had honestly tried my possibles to perform the task; but having no poetical fancy, not then a capacity opened of expressing the same idea by a variation of phrases, though I was perfectly acquainted with prosody, I found I could do nothing; and therefore plainly told my master, that I had diligently labored all I could to perform what he required, and perceiving I had no genius for it, I thought it was in vain to strive against nature any longer; and he never more required it of me. Nor had I anything of a poetical genius till after I had been at College some time, when upon reading some of Mr. Cowley's works, I was highly pleased, and a new scene opened before me."

"I remember once, in making a piece of Latin, my master found fault with the syntax of one word, which was not so used by me heedlessly, but designedly, and therefore I told him there was a plain grammar rule for it. He angrily replied, there was no such rule. I took the grammar and showed the rule to him. Then he smilingly said, 'Thou art a brave boy; I had forgot it.' And no wonder; for he was then above eighty years old." (1)

The second picture left to us of the early school over which Cheever "reigned" is given by Hawthorne in his "Famous Old People" in which he includes a description of "The Old-Fashioned School".

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1. Old South Leaflets, No. 177, pp. 14-15.

The Old-Fashioned School

Now imagine yourselves, my children in Master Ezekiel Cheever's school-room. It is a large, dingy room, with a sanded floor, and is lighted by windows that turn on hinges and have little diamond shaped panes of glass. The scholars sit on long benches, with desks before them. At one end of the room is a great fire-place, so very spacious, that there is room enough for three or four boys to stand in each of the chimney corners. This was the great old fashion of fire-places, when there was wood enough in the forests to keep people warm, without their digging into the bowels of the earth for coal.

It is a winter's day when we take our peep into the school-room. See what great logs of wood have been rolled into the fire-place, and what a broad bright blaze goes leaping up the chimney! And every few moments, a vast cloud of smoke is puffed into the room, which sails slowly over the heads of the scholars, until it gradually settles upon the walls and ceiling. They are blackened with the smoke of many years, already.

Next, look at our old historic chair! It is placed, you perceive, in the most comfortable part of the room, where the generous glow of the fire is sufficiently felt, without being too intensely hot. How stately the old chair looks, as if it remembered its many famous occupants, but yet were conscious that a greater man is sitting in it now! Do you see the venerable school-master, severe in aspect, with a black skull-cap on his head, like an ancient Puritan, and the snow of his white beard drifting down to his very girdle? What boy would dare to play, or whisper, or even glance aside from his book, while Mr. Cheever is on the look-out, behind his spectacles! For such offenders if any such there be a rod of birch is hanging over the fire-place, and a heavy ferule lies on the master's desk.

And now school is begun. What a murmur of multitudinous tongues, like the whispering leaves of a wind-stirred oak, as the scholars con over their various tasks! Buzz, buzz, buzz! Amid just such a murmur has Mr. Cheever spent above sixty years,

and long habit has made it as pleasant to him as the hum of a bee-hive, when the insects are busy in the sunshine.

Now a class in Latin is called to recite. Forth steps a row of queer-looking little fellows, wearing square-skirted coats, and small clothes, with buttons at the knees..... These lads are to be sent to Cambridge, and educated for the learned professions.....

But, as they are merely school-boys now, their business is to construe Virgil.....

Next comes a class in Arithmetic. These boys are to be the merchants, shopkeepers, and mechanics, of a future period.....

But, alas! while we have been thinking of other matters, Master Cheever's watchful eye has caught two boys at play. Now we shall see awful times! The two malefactors are summoned before the master's chair, wherein he sits, with the terror of a judge upon his brow. Our chair is now a judgment-seat. Ah, Mr. Cheever has taken down that terrible birch rod! Short is the trial--the sentence quickly passes--and now the judge prepares to execute it in person. Thwack! thwack! thwack! In those good old times, a school-master's blows were well laid on.

See the birch rod has lost several of its twigs, and will hardly serve for another execution.....

"You are dismissed," says Master Cheever.

The boys retire, treading softly until they have passed the threshold; but, fairly out of the school-room, lo, what a joyous shout! -- what a scampering, and tramping of feet! -- what a sense of recovered freedom, expressed in the merry uproar of all their voices! (1)

Thus Master Cheever "resigned" over his little kingdom for thirty-eight years. He was succeeded by Nathaniel Williams who kept the school until 1734. The enrollment of the school at this period was a little over one hundred pupils. At this time, also, there appears the first mention of a school committee, referred to at that time as "Inspectors".

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1. Nathaniel Hawthorne, Famous Old People, pp. 27-35.

It was to this committee that the following proposal was to be communicated:

> It is therefore proposed to the Town that they would Recomend it to the Gentle^{m} whom they shall chuse as Inspectors of the Schools, Together with ye ministers of the Town, To Consider whether in this Town (where the Free School is maintained chiefly by a Town Rate on the Inhabitants) That Supposing the former more Tedious and buthernsome methode may be thought the best for such as are designed for Schollars (which is by Some questioned). Yet for the Sake & benefitt of others who usually are the greater number by far in Such Schools, Whether is might not be advisable that Some more easie and delightful methodes be there attended and put in practice, And to Signifie to ye Town Their thoughts therein, in order to the Encourageme^{nt} of the Same. (1)

This one of the first attempts to break down the formal Latin school, established to educate the leaders, and make of it a school for the "children of all of the people". The practical value of the true Latin School was fast becoming less and less and the demands for a new type school are beginning to be felt. Apparently the proposal did not bring about any results for the Latin school kept on with the customary curriculum.

John Lovell, who had been assistant under Mr. Williams became Master in 1734 in which office he remained for forty-two years until the outbreak of the Revolution. Lovell is described as ruling the school by a system of terror. Whether this be so, or not, he was one of the most outstanding of the masters of the school along with Master Cheever. Admission

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1. Report of the Record Commissioners of the City of Boston, 8:78

to the school during his Mastership required that the pupil be able to read a few verses from the Bible. "The school was divided into several classes, each of which had a separate bench, of form." (1) The books used were, for the first year: Cheever's "Accidence," "Nomenclatura Brevis" and "Corderius Colloquies," for the second year, "Aesop's Fables," "Eutropius" and Ward's "Lily's Grammar." The third year was taken up with "Clark's Introduction" while the fourth year was devoted to making Latin and the reading of "Caesar's Commentaries" and Tully's Orations" along with the first book of the "Aeneid" and a little of Xenophon and Homer. (2) The school hours were from seven in the morning until eleven and from one in the afternoon until five during the summer. In the winter time the school began one hour later. On Thursday the school closed at ten in the morning. This was done in order that the pupils might be instructed in religion. School opened in the morning with "attendamus" and ended with "deponite libros."

> The boys had a recess of a few minutes to go into the yard--eight at a time. No leave was asked in words; but there was a short club of a yard in length which was caught up by some boy, round whom those who wished to go out clustered, and were drilled down to eight. The club was then held up near the Master's nose, who nodded assent, when the eight vanished club in hand. Upon their return there was a rush to seize the club which was placed by the door, and a new conscription of eight formed, and so 'toties quoties' (3)

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1. H. F. Jenks, The Boston Public Latin School, p. 11.
2. Ibid., p. 11.
3. Boston Public Latin School Catalogue, 1635-1884, p. 37.

The enrollment during Lovell's mastership numbered around one hundred and ten. The town maintained two grammar schools at this time one known as the "North" and the other, the older of the two, as the "South" grammar school. With the outbreak of the Revolution John Lovell closed the school and left for Halifax with the British soldiers. The school was closed approximately a year when it was again opened by the succeeding master, Samuel Hunt, who is described as being very severe. During his mastership there were several reforms made. These were based on the "propositions for reforming the school system in Boston" drawn up in the year 1780 at the end of the period of the prominence of the Latin Grammar School. They read as follows:

> That there be one School in which the rudiments of the latin & greek languages shall be taught, and Scholars fully qualified for the Universities. That all Candidates for admission into this School shall be at least ten years of Age having been previously well instructed in English Grammar, That they shall continue it not longer than four years, and that they have liberty to attend the public Writing Schools at such hours as the Visiting Committee shall direct.....
>
> That the Committee be annually chosen by ballot to consist of twelve in addition to the Selectmen, whose business it shall be to Visit the schools once in every Quarter, and as much oftener as they shall Judge proper with three of their number at least, to consult together in order to devise the best Methods for the instruction & Government of the Schools and to communicate the result of their determinations to the Masters; to determine at what hours the Schools shall begin, and to appoint play Days in their Visitations, to enquire into the particular regulations of the Schools both in regard to Instruction & Discipline, and give such advice to the Masters as they shall think proper, to examine the Scholars in the

> particular branches which they are taught, and by all proper Methods to excite in them a laudable ambition to excel in a vertuous, amible deportment and in every branch of useful knowledge. (1)

The reforms suggested by this act apparently did not accomplish the ends for which they were made for a few years later the comment is made of the school that:

> For several years prior to Mr. Gould's appointment to the mastership, the Latin School did not keep up with the demands of the wealthy and educated families of the city who had generally got into the way of sending their sons into the country towns, and particularly to the academies at Exeter and Andover. (2)

Thus, even the first and most important of all of the Latin Grammar Schools felt the decline of its popularity and sensed the competition of the academy which was fast to gain the popularity of the times.

A second typical grammar school was the one founded at Roxbury. In fact one author says, "It is a better example of the best grammar school." (3) The school was founded when:

> The inhabitants of Roxbury, in consideration of their religious care of posterity, have taken into consideration how necessary the education of their children in literature will be to fit them for public service, both in the church and commonwealth, in succeeding ages. (4)

This is one of the clearest and purest statements of the purpose and aim of the Latin Grammar School as it was when it was first transplanted to this continent. On December 20, 1646 an agreement was drawn up between some

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1. A Volume of Records relating to the Early History of Boston, 31:208
2. Barnard's American Journal of Education, 12:550
3. L. I. Hansen, The History and Educational Philosophy of the Early Massachusetts Academies, p. 42, Unpublished Doctor's Disertation of Boston University, 1934.
4. E. G. Dexter, op. cit., p. 32.

of the prominent men of Roxbury

> on the basis of which, and not by public statue or general town taxation, the free school was duly established and supported. (1)

It was a grammar school, open to the subscribers or donors, free to the extent that the subscription would pay for part of the expenses. It was a great public blessing, but not a public school in our sense of the term. (2) Some of the early benefactors of the school were Samuel Hugburne, Lawrence Whittamore, Isaac Heath and Thomas Bell. These men together with John Eliot were responsible for the founding of this school. The first Master was a Mr. Hanford who gave his services for the salary of twenty-two pounds. In 1663 the Feoffees who were elected to govern the school hired John Prudden as teacher and paid him in corn, peas and barley. He was instructed to teach the children of the subscribers only. In 1673 the land left to the school by Thomas Bell was let to John Gore for twenty-one years, he on his part agreeing "to teach the school or procure a substitute, or pay twelve pounds a year in corn, or cattle." (3) In 1679 the parents of the scholars were to pay four shillings or bring one-half cord of wood to the school. In 1742 a new school house was built. The admission requirement of the school was that the child should be able to spell English words in the Primer and Psalter.

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1. Barnard's American Journal of Education, 27:121.
2. Ibid., 27:121
3. Ibid., 27:126

The enrollment in 1770 listed the following scholars: Latin, nine; Cypherers, twenty; Writers, seventeen; Testament, ten; Psalter, ten; and Spellers, nineteen. (1)

This school, established by a private foundation and controlled by Feoffees, yet free to all the children who could afford to pay the tuition, is a grammar school of pure English type.

The third example of early colonial schools is the one established at Dorchester. The act whereby this school was founded is reproduced on page nineteen. The first master was the Rev. Thomas Waterhouse. This school is representative of one of the first influences of the American environment on the Latin School, namely the support of the school by taxation.

> Thompson's Island was conveyed to the town by the proprietors for the maintenance of the school. Hon. Joseph White, in the 40th annual report of the Secretary of the Board of Education for Massachusetts in referring to the establishment of this school by the town of Dorchester uses the following language: "This action of Dorchester, which was two years earlier than that of Boston for a similar object, is claimed by the historian of the town and by other distinguished writers, to be the 'first public provision made for a free school in the world, supported by a direct taxation or assessment on the inhabitants of a town'." (2)

Like the one at Roxbury the school was governed by a board of overseers or wardens elected by the town in 1645.

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1. Barnard, op.cit. 27:121
2. W. A. Morry, op. cit., p. 541.

Upon their election the wardens adopted the following rules for the conduct of the school:

> 2 ly. That from the beginning of the first moneth untill the end of the 7th, hee shall every day begin to teach at seaven of the Clock in the morning and dismisse his schollers at five in the afternoon, and for the other five months he shall every day begin at 8 of the Clock in the morning and end at 4 in the afternoon.
>
> 5 ly. Hee shall equally and impartially receiue and instruct such as shalbe sent and Committed to him for that end, whither there parents bee poore or rich, not refusing any who have Right and Interest in the Schools.
>
> 6 ly. Such as shall be Committed to him he shall diligently instruct, as they shalbe able to learne, both in humane learning and good literature, & likewyse in Poynt of good manners and dutifull behauior to bee in there presence, whither by meeting in the streete or otherwyse.
>
> 7 ly. Euery 6 day in the weeke at 2 of the Clock in the afternoone, hee shall Catechise his Schollers in the principles of Christian religion, either in some Catechism wch the Wardens shall provide and present, or in defect there of in some other. (1)

The parents were supposed to provide two feet of wood or two shillings and sixpence in money, to be delivered to the School Master within one month after the opening of school in September, annually, or their children were denied the privilege of warming themselves by the fire. (2) It was not until as late as 1732 that the town provided heat for the school. In 1648 the town had to relinquish Thompson's Island to John Thompson. The Court granted in its place a tract of land of about 1000 acres for the support of the school. The land was not laid out until 1718 in what later became the town of Lunenburg in Worcester county. (3) The

1. John Swett, American Public Schools, pp. 11-12.
2. W. D. Orcutt, Good Old Dorchester, p. 302.
3. Ibid., p. 303.

school received several bequests toward its support. This Dorchester Latin school is typical of the New England Grammar School rather than of the English type because of its depending for support on a "town rate." The democratic influence was beginning to pervade the philosophy of the people and to change the interpretation of a "free school" from one free to all classes to one that was free to all without charge.

Another school which was typical of the New England Grammar School at its best was the one at Ipswich. As has been already mentioned, the Ipswich school began as early as 1636. This early institution was not supported by the town in any way. (1) The master of the school died in 1644 and it remained closed until 1650. At this time Robert Payne, William Payne and Hybbard with the aid of a few others gave land and money to establish a school. The preamble of the deed by which Robert Payne conveys the land to the Feoffees describes the circumstances connected with the founding of school.

> Whereas after several overtures and endeavors among ye Inhabitants of sd Ipswich for settling a Grammar School in that place, it was proffered by ye sd Rovert That he would erect an edifice for such a purpose, Provided it might be put into ye hands of certain discreet and faithfull persons of ye sd Town and their successors which himself should nominate to be ordered and managed by them as Feoffees in trust for that end and their successors forever, Provided also that ye Town or any particular inhabitants of ye Town would devote, sett apart and give any land or other anuity for ye yearly maintenance of such one as should be

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1. Barnard's American Journal of Education, 28: 135.

> fitt to keep a Grammar School. And whereas sd Town of Ipswich at a publick meeting of ye Inhabitants, January 11, 1650, Granted all the Neck beyond Chebacco River, and the rest of the ground (up to Glocester line,) adjoining to it, to ye sd Robert Payne and William Payne to whome by ye desire Consent of ye sd Town att ye same time were added Maj. Denison and William Bartholmew for ye yse of a school. And also ye inhabitants of sd Ipswich att a publick meeting, Jan. 26, 1650, did add five more, viz. Mr. Symonds, Mr. Nathaniel Rogers, Mr. John Norton, Mr. William Hubbard and Deacon John Wipple.....And that ye sd Robert did in ye year following, viz, 1652, purchase an house with two acres of land belonging to it, more or less, for ye use of ye school master, and did likewise in ye succeding year, 1653, att his own proper cost and charge build an edifice for a Grammar School which was erected upon a part of ye land so purchased. (1)

The school thus provided for was given additional grants of land for its support by William Hubbard, William Payne and others. Hence it began true to the fashion of an English-Latin Grammar School. As set down in the preamble to the deed, the school was controlled by a board of Feoffees chosen by the town who were to be self perpetuating. All of the men chosen to serve on this board were distinguished for service to the town and to the state. The first master of the school was the celebrated Ezekiel Cheever who came to the town from New Haven. He taught for ten years after which he was called to Charlestown. During his term of office there were several of the graduates that went to Harvard. Among them were the following:

Robert Payne, later a Feoffee of the school.

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1. A. Hammatt, op. cit. No.2

John Emerson, later a minister of Gloucester.
Nathaniel Saltonstal, later a minister at Haverhill.
Ezekiel Rogers
Samuel Cheever, the Master's son.
Samuel Belcher, later minister at Newbury
William Whittingham
Samuel Cobbitt
Samuel Symonds (1)

In 1661 "the barn erected by Ezekiel Cheever, and the orchard planted by him were, after his removal to Charlestown, bought by the feoffees and presented for the use of the master or otherwise." (2) The vacancy created by Mr. Cheever's removal was filled by Thomas Andrews who taught the school for twenty-three years. During his mastership the town voted to have the persons for ordering the school increased to nine. (3) The school was repaired and then plastered or "daubed with clay". (4) Thomas Andrews died in 1683 and Mr. Noadiah Russell of Cambridge was appointed in October to fill his place. He taught for a few months and then resigned leaving the school in charge of Daniel Rogers. He held the position until about 1715. During his term of office a new school house was built. The account of the dedication is as follows:

> At a meeting of ye Feoffees, in ye new school house, ------Mr. Robert Payne in behalf of ye Rest, having rec'd ---- schoolhouse from the Comittee of the Town did in ye Name of the Rest deliver ye same to Mr. Daniel Rogers, the schoolmaster, desiring him to remove thither as soon as he could with convenience.. (5)

The date of this cannot be determined exactly as the records are mutilated but it is considered to have been about 1704.

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1. A. Hammatt, op. cit., No. 2
2. J. B. Felt, History of Ipswich, p. 84.
3. Ibid., p. 84
4. Ibid., p. 84
5. A. Hammatt, op. cit., No. IV, March, 1880.

The pupils who went to Harvard during the mastership of Mr. Rogers are as follows:

John Wade, later a minister.
Francis Goodhue, later a minister.
Jeremiah Wise
Henry Wise, later master of the school.
John Perkins, later a doctor.
William Burnham, later a minister.
Benjamin Choate, later a minister.
Francis and John Wainwright, later wealthy merchants.
John Denison
Nathaniel Appleton, later a minister.
Francis Cogswell (1)

In 1705 the school was kept in the town hall and continued in that building until 1794. In 1714 a committee of the town and the feoffees agreed that the town should add £25 to the income of the Grammar school and have it a free school where scholars might be taught English as well as subjects fitting them for college. (2)

> And that the school shall for the year be absolutely free to all such schollars belonging to this town. This was agreed upon by yee Feoffees and ye Committee for ye Town. (3)

Ebenezer Gay was successor to Mr. Rogers, teaching the school in 1715 for one year after which he moved to Hingham and became minister of the church there. He was followed by Thomas Norton who also taught for only a year and in turn yielded place to Benjamin Crocker. This master taught the school at various times between 1717 and 1760. During the first mastership of Mr. Crocker there arose some contention between the town and the feoffees over the lands granted by the town for the school.

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1. A. Hammatt, op. cit., IV.
2. J. B. Felt, History of Ipswich, p. 85.
3. T. F. Waters, The Development of our Town Government, p. 277.

> as respected the school farm and other lands granted by the town, no power was given by the town to the trustees to appoint successors in that trust for receiving and applying the rents, or of ordaining and directing the affairs of the school. (1)

The tenants of the school land refused to pay the rent because of the quibble and the town assumed control of the school and its property through the selectmen. The Feoffees after protesting, retired from the quarrel and for twenty-seven years there was no recorded act of the feofees. (2) The selectmen hired Mr. Henry Wise and established him as master of the school. The town proceeded to bring action at law against the tenants of the school land and after much trouble were able to obtain £100 from Gilford Cogswell on account of the charges at Law about the school farm. (3) The selectmen proceded to distribute this money toward the support of reading and writing school instead of toward the upkeep of the grammar school. In 1740 the town began the practice of granting the grammar school funds to the district schools. (4) There is in evidence here the attempt to modify the original school to meet new demands and requirements. More and more the reading schools were coming into prominence. They demanded much of the attention and support of the towns, and the towns to meet this changing demand, tried to appropriate the funds belonging to the grammar schools for other ends.

This situation was not long to last, however, for in

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1. A. Hammett, op. cit., No. 10
2. Ibid., No. 7
3. Ibid., No. 10
4. Ibid., No. 10

1740 the only survivor of the Feoffees, Jonathan Wade, appointed the following men to fill the vacancies on the board:

Hon. Thomas Berry
Col. Daniel Appleton
Major Samuel Rogers
Mr. Benjamin Crocker (1)

These men obtained an act from the "Great and General Court" in 1756 for regulating the Grammar School at Ipswich. The preamble of the act reads:

> Whereas divers piously disposed Persons in the first settlement of the Town of Ipswich, within the County of Essex granted and conveyed to Feoffees in Trust ..... and to such their successors in the same Trust as those Feoffees certain Lands, Tenements, and auunities, by them mentioned for the use of school Learning in said town forever; of which Feoffees the Hon'ble Thomas Berry, Esq., Daniel Appleton and Sameull Rogers, Esq'rs, and Mr. Benjamin Crocker are the only survivors, and whereas the Town of Ipswich did also in their laudable concern for promoting Learning about the same time and for the same use give and grant to certain Persons in said Grant mentioned and to such others as aaid Town should appoint, a large Farm, then Called a Neck of Land, situate in Chebacco in the Same Town, with some other lands adjoining, all which Farm and Lands were soon after leased out for the space of One Thousands Years; the Rents to be applied to the Use of Learning in said Town as aforesaid: But (as is apprehended by some,) no Power was given by the said Town to their Trustees to appoint successors in that Trust for receiving and applying the Rents, or Ordering and Directing the Affairs of the School in said Town, as in the first mentioned case is provided; from which Difference in the original Construction of those Grants, which were all designed for one and the same use, considerable Disputes have already arisen between

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1. A. Hammatt, op. cit., No. 10.

> the said Town and the Feoffees; and not only so, but some Doubts are started whether it is in the Power of said Town of Feoffees to compel the Payment of the Rents of the Farm and adjoining Land before mentioned. And inasmuch as the said Town of Ipswich by their Vote of the 22 Day of January, 1756, by and with the Consent of the Feoffees have agreed to apply to this court for Aid in the Manner in the said Vote mentioned. (1)
>
> The act incorporated "The aforementioned Thomas Berry, Daniel Appleton and Samuel Rogers, Esquires, Feoffees, on the part of the private persons granting lands as aforesaid together with Francis Choate, Esq'r, Capt. Nathaniel Treadwell and Mr. John Patch, Jun'r three of the present select men of said Town, a joint committee or Feoffees in trust with full power to grant leases of the land; to recover rents and annuities; to appoint grammar school masters, and agree for their salaries; to appoint a clerk and treasurer; and if found necessary to impose some moderate sum of money to be paid by such scholars as may attend said school for making up and supplying any deficiency that may happen in the yearly income and annuities of said lands, for defraying the necessary charges that may arise from said school, ... (2)

The Feoffees under the new Charter met in 1756 and appointed as the first master under the new administration Mr. Samuel Wigglesworth. From this time on the school continued an unmolested existence down to the year 1835. The masters of the school succeeding Mr. Wigglesworth were: Benjamin Crocker, Joseph How, Daniel Noyes, Thomas Burnham, Nathaniel Dodge, Jacob Kimball and Rev. John Treadwell who taught from 1783 to 1785. This school is representative of the English Grammar school as it was modified under the influences of

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1. A. Hammatt, op. cit., No. 10
2. Ibid., No. 10

New England. Beginning under a private foundation, controlled by a board of Feoffees it came under the control of the town through the selectmen and became a free school both as to class and tuition. Although the Feoffees later regained control of the school it remained free to all children in the town and kept the modified curriculum of the typical New England school. The "Grammar School made liberal contribution to the ranks of broad-minded, and scholarly men in the learned professions, and in business life....." (1) This is well substantiated when one scans the long list of graduates from this school and finds that the list contains many of the leaders of colonial life. The school was a true Latin School in its fulfillment of the purpose; the training of leaders.

A true impression of the Latin Grammar School of New England cannot be obtained from a description of the schools already mentioned without adding to the list some of the later schools and some of the schools which were established on the outskirts of the civilization of that time. To observe the influence of small community life one might consider such schools as Portsmouth.

The town of Portsmouth began its school history about the year 1659. In that year the selectmen of the town agreed to build a school house at Great Island. The following year another school was planned on the lot which was later

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1. T. A. Waters, Ipswich in the Massachusetts Bay Colony, p. 157.

occupied by the Haven School. (1) The land was given by Mr. Comyns and the bricks were furnished by Goodman Cotton who landed them at "Strawberry Bank", and received ten acres of land in payment. (2) There is not much doubt that the schools thus set up were elementary schools for in 1680 the population of the town contained only seventy-one voters and was as yet too small to support a grammar school. There is, however, an act in the year 1669 whereby a school house was arranged for to be forty feet long and twenty feet broad and the selectmen were instructed "to get an able schoolmaster to teach school therein". (3) In the year 1696 the town again voted to obtain an "able schoolmaster" for the town and the following year the rate for "Latiners" is given as 24 shillings for the year. (4) It is fairly safe to conclude, then, that a grammar school was in existence at this time and may have been for several years. In 1708 all question regarding the existence of such a school is removed when the following act was voted:

> An Act for a free School to be kept at Portsmouth. Whereas there is no Latin School as yet Established in any town in this Province, for the encouragement of learning and virtue: Be it therefore Enacted by his Excellency the Governour, Council and Representatives convened in Generall Assembly, and by ye Authority of ye same, That a Latin School bee kept att Portsmouth in ye said Province; and that the schoolmaster from time to time be appointed by his Excellency, Council and settled ministers of Towns within this Province, the sum of fifty

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1. Charles Burroughs, Address Delivered at the Dedication of the New High School House, in Daniel Street, Portsmouth, N. H., p. 6
2. Ibid., p. 6
3. R. May, Early Portsmouth History, p. 169.
4. W. H. Small, "New England Grammar School, 1635-1700," School Review, X (Sept. 1902), p. 529.

> pounds money pr. Annum, besides what ye selectmen of Ports^{mo} shall order to be pd by each of those Inhabitants that send their children to learn Latin; And to be a free school for writers, readers, and Latinists; & the severall sums to be pd by each Town are as follows, viz: Portsm^{o} twenty eight pounds, Hampton eight pounds, Dover six pounds, Exeter six pounds, and New Castle two pounds; and that this act continue too years. And that the selectmen in every town within ye Province make assessments on their Inhabitants for each of their proportions, as aforesaid, to be collected and payd unto the said schoolmaster yearly, by ye forst day of March; and if ye selectmen in each Town or any of them shall fail of making such assessments, itt shall be lawful for any two Justices of the Peace in the Province to issue forth a warrant or warrants, directed to ye sheriff, to levy on any of ye selectmen or their estates, for any such sum not payd according to time, to year.(1)

This act would indicate that there was no grammar school in existence before this time, 1708. At least there was no school that was so closely connected with the colony and which was controlled by the Governor and Council. The act of 1708 was followed in 1710 by a further act which reads:

> Mr. Daniel Ringe being sent for to this Board, was discoursed relating to his taking up to be schoolmaster in the Town of Portsmouth, to teach Latin, writing and ciphering, &c: And pursuant to an Act of this Province of the 16th of May, 1710, It is in the power of the Governour, Council and Minister of the said Town of Portsmouth, to appoint such School mast^{r}, and the said Daniel Ringe, having acquainted the Board, he is willing to settle himselfe for four years as school Mas^{t} of the said Town of Portsmouth:
>
> Agreeable therefore to the Said Act, the Council

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1. Provincial Papers, 1870, 3:365

> and Minister aforesaid have appointed the said Daniel Ringe to be school mast of the said Town for four years, and to receive fifty pounds per annum, as mentioned in the Act aforesaid. (1)

Before the end of Daniel Ringe's mastership an act was passed empowering the selectmen to assess the inhabitants for the purpose of supporting a grammar school, for the teaching of Latin and Greek. (2) In 1717 the town of Portsmouth was in danger of "presentment" for want of a school in the town and voted that the selectmen be impowered to call and agree with two schoolmasters for the town, the one for Latin for as reasonable terms as they could arrange. (3) The penalty for the want of a grammar school was made £20 for each six months of neglect by the law of 1719. Two years later the penalty was made payable for one month's neglect and the selectmen held personally responsible. The situation was fast becoming intolerable for no matter how much the fine the towns neglected to maintain the required schools. In 1726 the town of Portsmouth endeavoring to comply with the law, voted that the selectment should pay eighty pounds annually, for the space of ten years, for the encouragement of a grammar school; that there should be a writing school, whose master should be paid forty-five pounds; and that there should also be a "moving" school maintained for the outparts of the town. (4) "From that period, until the beginning of the present century, (1800)

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1. Town Papers, N. H., 1875, 2: 651.
2. Charles Burroughs, op. cit., p. 6.
3. Documents and Records Relating to the Province of N. H., from 1692 -1722, 1869, 3:718.

but little alteration took place in our schools, either as regards their arrangements or studies. "(1) There is some doubt that the school did enjoy a continuous existence from that time. Ralph May in his "Early Portsmouth History" points out that in 1745 it was arranged that Mr. Langdon should continue a grammar school which he had been conducting. (2) Whether the school was continuous or not the existence of any school at all represents a valient struggle against hardship and poverty.

The school at Dover exemplifies even a greater struggle than the Portsmouth school. It began its existence when on February 5, 1658:

> At a publick towne meeting held the 5, 2 mo., '58, It was agreed by ye Select men together wth ye Towne, that twenty pounds p. annum shall be yearly raysed for the Mayntenance of a Schoolmaster in the Towne of Dover: that is to say for the teachinge of all the children within the Towneship of dover, the said Schole Master havinge the priviledges of all strangers out of the Towneship aforesaid: the sd Master also to have to reid, write, cast accompt.....as the parents shall require. (3)

Charles Bucknew was chosen by vote the schoolmaster. He had been chosen the year before the above vote was taken. In 1693 the General Assembly exempted Dover from keeping a grammar school during the wars with the French and Indians because of the desolation of the town from which the town had not sufficiently recovered to support a school. (4) In 1722 a petition was presented to the General Assembly

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1. C. Burroughs, op. cit., p. 6.
2. Page 225.
3. Town Papers, N. H., 1875, 1:234 (footnote)
4. G. Wadleigh, History of Dover, p. 98.

requesting that the town be again exempted from keeping a grammar school on account of the wars. The petition was granted providing that the town would maintain a writing school. (1) A grammar school is not again mentioned until 1759 when it was "voted to have two schools in town, exclusive of a grammar school and the school in Madbury part." (2) The following year a vote was taken "that there be no more schools for the year ensuing than by law required". (3) In 1775 thirty-one of the inhabitants of the town petitioned the town to drop schools for the present year. When the petition was voted upon there was a tie vote of thirty-eight for and thirty-eight against. At an adjourned meeting it was voted "that there be no schools this present year, ten being the number of hands therefor." (4)

The history of the Exeter School is uncertain as there is no mention of a school in the town records. The historians of the town disagree on the subject. Charles Bell in his "History of the Town of Exeter, N. H." claims that the town was noted for its early school basing his opinion on the residence of several men that had engaged in the occupation of teaching elsewhere. He says,

> Philemon Pormort, one of their number, was an experienced schoolmaster. He had taught the youth of Boston acceptably, and, no doubt, as long as he remained in Exeter, exercised his calling there. His stay was about five years. Before he departed,

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1. G. Wadleigh, op. cit., p. 123.
2. Ibid., p. 149.
3. Ibid., p. 149.
4. Ibid., p. 153.

> another person well qualified to be his successor had come to settle in the town: John Legat. He had taught a school in Hampton, and presumably filled the same useful station in Exeter. He lived in the place up to the year 1652, at least. The records of the town contain no information in regard to the earliest schools, as they were probably maintained, not at the public charge, but by the parents of the children who attended them. Nor for many years after towns were made by law responsible for the maintenance of schools, do the records refer to the subject. We learn, however, that in 1669 John Barsham, who had been employed elsewhere as a teacher of the young, was living in Exeter, and it natural to suppose that he was one of the line of schoolmasters. (1)

In 1703 the selectmen voted to hire a schoolmaster for a year "to keep school three months in the old meeting-house, and the rest of the year at their discretion." (2) In 1707 the town resolved:

> That the school-house be built on the land bought of Mr. Coffin by the old meeting-house, forthwith; to be 30 feet in length, 20 feet in breadth and 8 feet stud. It was intended for the grammar or Latin school, without doubt. (3)

Beginning with 1714 Bell lists the masters of this school.

They include:

Jonathan Pierpont, 1712-15
Nicholas Perryman, 1716
Joseph Parsons, 1720-21
Robert Hale, 1722
Ward Clark, 1723
Benjamin Choate, 1729
Elisha Odlin, 1730
Nicholas Gilamn, 1731-32
Carter Gilman, 1733
Peter Coffin, 1733
John Phillips, 1742-43 (4)

The list includes many others in continuous succession which would indicate that the school continued without interruption.

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1. Page 286.
2. Ibid., p. 286.
3. Ibid., p. 286.
4. Ibid., p. 286.

The early history of this school rests much on supposition. The records of the historical society of Exeter do not give any information on the subject.

These schools, Exeter, Dover, and Portsmouth are representative schools for they are typical of the Latin grammar school that tried to exist in the smaller communities during the eighteenth century. They were, indeed, very much modified and a mixture of elementary and grammar school, nevertheless they were the remnants of the Latin school that was required by law and which was rapidly passing out of existence. It could not meet the demands of the environment in which it was established and its failure to supply the needs of the community aroused feeling and opposition against it.

It remains to present a composite view of the New England Latin Grammar School. One of the interesting phases of the school was the development of support. During the early years of its existence the school was supported almost entirely by gifts. The school at Boston began only when many of the more wealthy men of the town subscribed sums of money toward its support. Likewise gifts held an important place in the maintenance of all of the schools.

> It was the policy of Boston, as well as of all of the towns to establish a "free School", to endow the same by lands rented on long leases, by bequests, and donations, after the English manner.(1)

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1. Barnard's American Journal of Education, 27:66

When the grants and donations proved insufficient the towns turned to a direct tax as a means of supporting schools. This practice was begun by the Town of Dorchester and was soon taken up by all of the towns. The charge of tuition was common to all of the early schools.

> the 'free schools' of New England were endowed by grants of land, by gifts and bequests of individuals, or by' allowance out of the common stock of the town', were designed especially for instruction in Latin and Greek, and were supported in part by payments of tuition or rates by parents. (1)

The towns were not always the whole hearted supporters of the schools. Joseph Schafer in "The Origin of the System of Land Grants for Education" points out this fact so well that it is worthy of quotation here.

> The facts already brought out go to show that while many towns were extremely enterprising in the support of education, others were extremely negligent. Had the towns, therefore, been the ultimate arbiters in the matter, educational development would inevitably have been far different than it was. But the colonial government occupied a position with respect to the towns which enabled it to impose upon the latter policies having their spring in the better sentiment of the colony at large. The men who were sent to the general court were generally the most intelligent and most public spirited citizens; and it is clear from the laws passed for school support in general that they were disposed to force the backward towns to adopt their more advanced views respecting education. In this way such a degree of progress was secured as would have been wholly impossible under purely local control. One of the local historians of Massachusetts forcibly expresses the idea thus: 'There were men who.....believed in education, and sacrificed a good deal to promote

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1. Barnard's American Journal of Education, 1:301-2.

it.....But the people generally had to be whipped up to the necessary expenditure. Had not the colony spurred them up there is no telling when the reputation of our fathers for zeal in education would have been born.'

There can be no doubt that the colonial influence, exerted in the form of more or less paternal watchfullness over the religious and educational welfare of the people, was a most important force in determining the educational history of the New England States. We, however, are especially concerned with a particular phase of that historical development, namely, landed support of schools.

From the colonial side the policy of making definite grants of land for the purpose of promoting education seems to have arisen first in connection with the grammar schools. These institutions were very essential from the point of view of the New England fathers. The grammar school was the feeder of the college, that "School of the Prophets", from which the "learned and orthodox" ministry was recruited. But the maintenance of these schools bore very hard upon the towns; so much so that the fine for non-compliance with the law requiring every town of over one hundred families to support one; had to be increased in amount from time to time in order to make it effective. Even then many towns were " presented" for neglect each year. The fact seems to be that the grammar school was not properly regarded as a necessity, and therefore its support was accounted a special burden.

Under the circumstances it is not strange that the colonial governments should have come to the rescue of the grammar schools by making special provisions for their support.

The General Court of Massachusetts Bay in 1659, "in answer to the petition of the towns of Charlestown and Cambridge, ---- judge meet to graunt to each towne a thousand acres of land, upon condition that they forever appropriate it to the maintenance of a grammar school and within three years at furthest, lay out the same & put it on improvement; and in case that they faile of maintaining a grammar school during said time they shall do so, the next grammar school of wt towne soever, shall have the sole benefit thereof." (1)

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1. Page 21.

Schafer goes on to point out that

> We have seen how, in early colonial times lands were granted by private individuals for the support of schools. We have also seen that in a large number of cases, towns having a surplus of wild lands within their borders, set aside portions of them for the same purpose. Lastly, we have seen how the difficulty in providing grammar schools induced the colonial governments of Massachusetts and Connecticut to make direct grants of wild lands to towns on condition of their maintaining such schools. (1)

The term "free school" during the early seventeenth century was used

> to characterize a Grammar School unrestricted as to class of children or scholars specified in the instruments by which it was founded, and so supported as not to depend on the fluctuating attendance and tuition of scholars for the maintenance of the master. (2)

The term gradually became less restricted until in the eighteenth century it was interpreted to mean a school free to all pupils of the town without charge. Only those institutions which were destined to become private schools continued to charge tuition for the towns insisted that if they were to support the school the children within their limits must be taught free.

The curriculum of the Latin grammar school varied greatly from school to school. One subject only, Latin, was common to all and the demands of the law were perhaps the only reasons why that was taught in all of the schools. At the beginning of the period, 1635, the curriculum was most commonly the two subjects of Latin and Greek for as was pointed out in relation to the Boston Latin School which was modeled after the school

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1. C. Schafer, op. cit., p. 25.
2. Barnard's American Journal of Education, 1:300

in Boston, England the curriculum was taken over directly from the English school. The schools soon began to add Arithmetic, Writing, and Ciphering to the list of subjects taught because of the demand for "practical" subjects. This is illustrated in the case of Plymouth where the towns objected to the school as established under Master Corlett who emphasized the two languages and voted in town meeting that he be instructed to teach pupils to write and cipher as well. Other schools offered even a more elaborate program of studies. Swansea voted to set up a school "for rhetoric, arithmetic, Latin, Greek, and Hebrew." (1) The school at Salem offered "English, Latin, Greek, good manners, and principles of Christian Religion." (2) Many of the schools offered instruction in "accounts" as one of the more practical subjects. In this phase of the school the influence of the environment is plainly shown for as more and more of the pupils attending the school did not go on to College and the chief purpose of its existance became less and less important the school was forced by the towns to offer some more useful subjects that the children of the town might benefit from the instruction for which the town had to pay. Hence English, Reading, Writing, Accounts, became more and more common in the program of studies. This demand for practical subjects was more insistent in the smaller towns where the school was supplying the needs of the community than in the cities where the schools were able to maintain the original courses of Latin and Greek until a later period.

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1. History of Swansea, Edited by O. Wright, p. 57
2. W. H. Small, "The New England Grammar School, 1635-1700," School Review, X, (Sept. 1902), p. 515

No period in the history of American Education offers a more heterogeneous group of teachers than the men that served the early schools of New England. They range from famous teachers, such as Ezekiel Cheever and John Lovell to the most undesirable type of men. They came from all classes of society and from various other types of occupations such as Ministers, physicians, retired sea captains and unemployed sojourners. (1) There was a scarcity of trained men and the towns frequently complained of the difficulty of obtaining a teacher. For this reason it sometimes happened that men were hired that should not have been in the school at all for they were neither fit from the standpoint of character or training. A court record of September 9, 1639, illustrates one such case:

> Mr. Nathanell Eaton, being accused for cruell and barbaros beating of Mr. Naza: Briscoe, and for other neglecting and misvseing of his schollers, it was ordered, that Mr. Eaton should be discharged from keeping of schoale wth vs wth out license; and Mr. Eaton is fined to the countrey 66t 13s 4d, wch fine is respited till the next Court unless hee remove the meane while. The Court agreed Mr. Eaton should give Mr. Naza: Briscoe 30t for satisfaction for the wrong done him, and to bee paid psently. (2)

Several mentions are made of the prevalence of a poor quality of teachers. Governor Wentworth in 1771 had occasion to mention the subject and in a message to the legislature brought the matter to their attention with the following words:

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1. E. D. Grizzell, Origin and Development of the High School in New England before 1865, p. 24.
2. The Records of the Colony of the Mass. Bay in N. E., V. 1, p. 275.

> The promotion of learning obviously calls for legislation. The insufficiency of the present laws is evident, seeing that nine-tenths of our towns are wholly without schools or have such vagrant foreign masters as are much worse than none, being for the most part unknown in their principles and deplorably illiterate. (1)

Even the better masters were "subject masters" and taught for the glory of Latin rather than for the benefit of their pupils. The one method was drill and that they practiced with great diligence. There was no teaching technique and all that was required of a teacher was that he should know the subject thoroughly. Many of the masters taught on the principle that any pupil could learn if the whip was frequently applied. Even the celebrated teacher, Mr. Cheever relied much upon the switch to impress the pupil. The master ruled by fear and at all times was supposed to be "master" of all that he surveyed. Any man that could not command the fear and awe of his pupils was soon to be judged as a poor "disciplinarian" and that much less of a master. In addition to "keeping school" there were various duties which the teacher was sometimes called upon to perform. E. D. Grizzell mentions eight such duties:

1. To act as court messenger;
2. To serve summonds;
3. To conduct certain ceremonial services of the Church;
4. To lead the Sunday choir;
5. To ring the bell for public worship;
6. To dig graves;
7. To take charge of school;

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1. C. Wadleigh, op. cit., p. 153

8. To perform other occasional duties. (1)
There is nothing about any of these duties that would make the schoolmaster appear as any other than a severe and dreadful man.

Despite the general condition of the times, there were many good teachers and several famous teachers. Two of these were called to the Boston Latin School and served a long and glorified career. The first was Ezekiel Cheever. He was born on the twenty-fifth of January, sixteen fourteen, the son of a linen draper. The nature of his education is uncertain but it is thought that he was a pupil in St. Paul's School in London, the same school to which John Milton went. (2) He came to Boston in New England in 1636 "with the rest of those Good men, who sought a peaceable Secession in an American Wilderness, for the pure Evangelical, and Instituted Worship of our Great Redeemer; to which he kept a strict Adherence all his Days." (3) He left Boston for New Haven in 1638 where he taught school in his own house, and held office in the Church. Later he had a disagreement with some of the church bretheren and was brought before them and tried. In 1650 he moved to Ipswich where he taught school for eleven years, then he again moved to Charlestown where he remained until he was called to teach in Boston in 1670. He was fifty-six years old when he became master of the Boston Latin School where he taught for thirty-seven

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1. Origin and Development of the High School in New England before 1865, p. 24.
2. Old South Leaflets, No. 177, p. 16.
3. Old South Leaflets, No. 177, p. 1-2.

years until his death on August 21, 1708, retaining his health and mental alertness until the end. Judge Sewall spoke of him as "having labored in his calling as teacher skillfully, diligently, constantly, religiously, seventy years -- a rare instance of piety, health, strength, serviceableness". (1) Governor Hutchinson spoke of him as "venerable not merely for his great age, ninety-four, but for having been the schoolmaster of most of the principal gentlemen in Boston who were then upon the stage." (2) In the school he was kindly yet stern and master of all he surveyed. "Out of the School, he was One, Antiqua Fide, priscis moribus; A Christian of the Old Fashion: An OLD NEW-ENGLISH CHRISTIAN: And I may tell you, That was as Venerable a Sight, as the World, since the Days of Primitive Christianity, has ever look'd upon." (3)

> He Lived as a Master, the Term, which has been for above three thousand years, assign'd for the Life of a Man; he continued unto the Ninety Fourth year of his Age, and unusual Instance of Liveliness. His Intellectual Force, as little abated as his Natural. He Exemplified the Fulfilment of that word, As thy Days, so shall thy Strength be; in the Gloss which the Jerusalem Targum has put upon it; As thou wast in the Dayes of thy Youth, such thou shalt be in thy Old Age. The Reward of his Fruitfulness! For, Fructus Liberat Arborem! The product of Temperance; (4)

His religious nature expressed itself in the writing of a book entitled "Scripture Prophecies Explained". His

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1. Old South Leaflets, No 177, p.16
2. Ibid., p. 16
3. Ibid., p. 4
4. Ibid., p. 4

scholastic attainments were exhibited in his work entitled the "Accidence" which was the most widely used Latin text book used in the schools of New England. He was buried from the school house on which occasion his successor, Mr. Williams delivered an oration. Shortly after his death, Cotton Mather preached a sermon in his honor selections from which have been quoted. (1) Thus lived Ezekiel Cheever, a Puritan, a scholar and a schoolmaster.

Little is known of the other famous master of the Boston Latin School, John Lovell. He was born in Boston on June 16, 1710. On his graduation from Harvard in 1728 he became an usher in the Latin School where in 1734 he was promoted to assistant Head Master and then four years later to Headmaster in which capacity he served until the Revolution. He is described as follows:

> He was a genial and witty companion, an excellent teacher, and a good scholar, but a stern disciplinarian, and his pupils feared him. (2)

He had a garden near the school in which he permitted the boys of the school to work as a reward for good conduct. During his mastership the pupils attended a different school to learn to read and write as he considered it beneath his dignity to teach those branches. (3) With the outbreak of the Revolution he closed school with "War's begun -- school's done."(4) He left Boston with the English.

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1. See page 83, quotations 3 and 4.
2. The National Cyclopaedia of American Biography, 12:428
3. Ibid., 12:428
4. Ibid., 12:428

soldiers for Halifax in 1776 where he remained until his death in 1778.

These two great men were typical of the best schoolmasters of their time. They were famous for three things, personal scholarship, long service, and discipline. In those three characteristics is expressed the epitome of greatness in regard to teaching in that age. They were drill masters, subject masters and masters of the boys over whom they "reigned".

The school day in the Latin schools was considerably longer than that of present. It began, during the summer, at seven in the morning and during the winter at eight closing in the afternoon at five o'clock. One or two hours were allowed at noon for lunch. On Thursdays the schools frequently closed at ten in the morning in order that the students might receive religious instruction in the afternoon. The school was in session for six days during the week and for the entire year. The holidays of the Church were observed but there were no vacations at regular intervals as are common today.

The school was usually housed in the Town house or in some building set aside for the school. Some of the early schools were held in private houses particularly that of the master. "When public buildings were not available, they resorted to private houses, barns, shops and

structures no longer used for the purposes for which they were originally constructed."(1) The buildings when built were usually of one room and similar in architecture to the churches which existed in the same period. The equipment of the school was very meager. Charles Adams gives a good description of the early school as follows:

> No print or black-board or map or motto adorned the grimy, blackened walls of those primitive colonial school-houses, in which the New England Primer was the earliest text-book, but within their narrow limits were crowded scores of children of both sexes and of every age. Ranged twos and threes on benches, behind rude rows of desks cut and hacked and mutilated by the jacknives of successive generations, the larger scholars, among whom were full-grown young men and women, sat at the rear, the sexes on opposite sides, while the smallest of the little children occupied low benches close to the teacher's chair----- (2)

The above description of a writing school at that time applies to the grammar school in respect to equipment, as the schools in the smaller towns were far different. Nathanial Hawthorne presents a description of the school of his day (3) which purports to refer to the grammar school in Boston. The equipment as well as the curriculum still held resemblences to the medieval schools. Some of the common text books of the period were: John Brinsley's "Accidence", published in 1611-12; Ezekiel Cheever's "Accidence", published in 1650; Hoole's "Accidence",

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1. E. D. Grizzell, op. cit., p. 21
2. History of Braintree, p. 171
3. Page 51

published in 1681; Westminster Grammar of 1671 (Greek); William Schickard's Hebrew Grammar of 1623 and Buxtorf's Hebrew Grammar of 1629. A popular "Arithmetic" was the one published in 1719 by James Hodder which went through twenty-eight editions.

The control of the school rested in the early period with the "Feoffees" or board of trustees who were authorized by the founders of the school or by the town to govern the school and to hire masters. The practice gradually shifted until the town through the selectmen gain control of the schools. Especially as the support of the school depended more and more on a town rate the selectmen gained more authority and the number of schools governed by Feoffees diminished. Superimposed over both of these was of course the church. Almost without exception the ministers and leading church officers had the position of feoffees or were called upon by law to approve the appointment of masters. Toward the end of the eighteenth century the school committee rapidly became an important factor in the control of the school and took the place of the selectmen and feoffees.

The Latin Grammar School served the Colonies well by supplying some of the best leaders of its age. It was this school that furnished the country with the men that were to build a new nation. The Boston Latin School alone

educated five of the men who later signed the Declaration of Independence. They were: John Hancock, Samuel Adams, Benjamin Franklin, Robert Treat Paine and William Hooper. (1) These men and many others received their training in these early grammar schools. As a means of supplying the Church and State with leaders the school was successful and served well a great need. As a school for the common populous it did not function. The increasing demand for popular education emphasized this inadequacy more and more until finally a new type of school was demanded and set up to fulfill the purposes of a new philosophy of education.

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1. Catalogue of the Public Latin School in Boston Nov. 1929.

Chapter VI

The Decline of the School

With the decline of the ecclesiastical autocracy during the eighteenth century there is a noticeable lessening of zeal toward the establishment of Latin grammar schools. This is but natural for the school was the child of the church, founded, controlled and guarded by it with the hope that the school in return would preserve the church and supply it with an educated ministry. The prominence of the church in New England gradually diminished due to the coming of many new people who did not have the same religious background that the early Puritan fathers had. They came not to have religious freedom primarily, but to seek their fortune in a new world. They sought freedom and financial success more than the opportunity to worship the Great Creator according to the dictates of their conscience. The church which was of first importance during the seventh century became secondary to the school in the following century. The school instead of being the child of the Church was considered the ward of the state.

The decline of the Church brought secularism more and more into the foreground. Its prominence is one of the chief causes.

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for the increasing demand for useful subjects in the schools. Once again as when the Latin school was first founded in England, men turned their interests from the preparation of their souls for the next world, to the training of their minds for life in this world. The ministry was subordinate to the merchant class and success was beginning to be measured not in the goodness of one's soul, however important that might be, but in the ability to accumulate wealth and position. In such an environment the Latin grammar school had no place. It had nothing to contribute to the accomplishment of such ideals.

Accompanying the growth of secularism there was a like development of democratic ideas. Education was looked upon as important for the development of the state and in turn the safety of the state depended upon the intelligence of its citizens. Education was therefore, for the children of all of the people and not for the chosen few who intended to become ministers or statesmen. If education was to be supported by all of the people through taxes, then the schools must be free to all. Popular education called for an entirely different type of school. As a result the Writing School was established by towns in preference to the Latin School.

Another element contributing to the breakdown of the Grammar school was the expansion of civilization. The eighteenth century marked the early beginning of the westward migration. As the danger from Indians diminished and the people felt more secure. Towns also began to spread out.

It was easy enough to establish a school within the reach of all who might wish to attend when a town was grouped in the compact square fashion of those early settlements. But when the towns began to be measured by the miles and the population was scattered, difficulties arose as to the location of the school, as different factions wished it to be built in diverse places. This struggle for the location of a school brought about the "moving school" which was a comprise made to satisfy the different sections of a town. This "moving school" was unsatisfactory to most of the Latin Grammar School masters and as a rule they objected to them. (1) The Latin school could not possibly operate successfully as a moving school, in such cases as attempts were made to make it one, the school suffered in effectiveness and scholarship. Braintree gives an example of the struggle between different parts of the town as to the location of the grammar school. The result was that the school was knocked about much to the detriment of its efficiency.

Along with the changes in the philosophy of education held by the New England people the school itself was undergoing a change that hastened greatly its decline. The formalism which had begun to grow on the Latin School even in England continued to become more strongly ingrained until there was no element of elasticity about the school. The school ceased to grow.

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1. W. H. Small, "The New England Grammar School, 1700-1800", School Review, XIV, (Jan. '06), p. 45.

As Lorentz Hansen expresses it,

> It (The Latin Grammar School) was not a factor from sometime before the Revolutionary War onward. It may have declined, but it would be more accurate to say that it had stood still while the world moved on. A narrow theory of mental discipline is undoubtedly responsible for the narrow curriculum it sponsored. (1)

The age was rapidly changing to meet new demands and conditions of a new world but the school failed to change accordingly.

> For such a period the established Latin Grammar School revealed a rigidity and inadequacy which fostered public hostility and non-support. (2)

As has been initimated there were certain results of the changing philosophy of education and the inadaptablility of the school that hastened the end of its usefullness. The increasing secularism of the times prompted the merchant class to demand the knowledge of those things which were useful in trading.

Lack of financial support followed as the towns turned their attention to the interests of the district schools and only begrudgingly appropriated money for the required Latin school. The town of Worcester illustrates this trend. Upon several occasions they tried to have the law requiring the maintenance of a Latin school repealed. Being unsuccessful in their attempt, they entered an agreement with a private grammar school in the town to serve as the town grammar school for the purpose of meeting the requirment of

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I. The History and Educational Philosophy of the Early Massachusetts Academies, p. 222.

2. Ibid., p. 228

of the law. Many of the towns established of their volition during the eighteenth century Writing schools but few Latin schools were founded except by compulsion. Where at one time the towns with one hundred families were made to maintain a grammar school the requirement was lifted to towns of two hundred families in 1789. (1)

It was but natural that with the withdrawal of support and the growing hostility toward the school that it became inefficient as a preparation for college, the task for which it had been established. It was not possible to obtain good masters for the price which the towns were willing to pay and in their attempt to obtain teachers "for as cheap as they can" the towns also cheapened their instruction until in some instances it amounted to nothing.

> From that period, till the beginning of the present century, 1800, but little alteration took place in our schools, either as it regards their arrangements or studies. It is probable that the instruction which was imparted in many of them, was very small. It might perhaps be said of some of the early teachers, what Mr. Everett tells us was said of Webster's first school-master, 'that he could read tolerably well, and wrote a fair hand; but that spelling was not his forte'. Dr. Kirkland says that the great Fisher Ames attended the town school, when the master happened to be capable of teaching him; and at other times, he recited his lessons to the parish minister. (2)

It was only a reasonable outcome that the more wealthy men

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1. L. I. Hansen, op. cit., p. 72.
2. Charles Burroughs, op. cit., p. 6-7

sent their sons to private institutions to be trained for college. This is indicated by the complaint made in relation to the Boston Latin School of the many boys who were being sent into the country, particularly to Exeter and Andover to be educated rather than to the Latin School.

The school continued to remain stolid in regard to the changing philosophy and the increasing lack of support. So set had become its curriculum that the most urgent demands would not avail to change it. The public in turn gradually became hostile to the requirement of the law in regard to the school and refused to support one. Town after town was presented for the lack of a grammar school but the presentments failed to bring about results and the towns continued without the schools. Some of the towns even voted to pay the fines rather than maintain a school as in the case of the town of Weare. Other towns hired a schoolmaster to keep school for a short time and then dropped the master to be fined again. In 1710 Malden was indicted for not maintaining a school but was excused because tax list showed only ninety-six who payed taxes and seven who were too poor to pay. In 1715 the town was "presented" and again in 1719 the town was brought before the court. As a result Malden hired Josiah Marshall the following year to serve as schoolmaster for the town. (1)

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1. W. H. Small, The New England Grammar School, 1700-1800", School Review, XIV, (Jan. '06), pp. 42-56.

The town of Haverhill in 1700 ordered a grammar school toward which they appropriated £30 but nothing was done. The following year some of the inhabitants raised the question "whether this town is obliged by law to be provided with a grammar schoolmaster" whereupon the town answered "in the negative and therefore does not proceed to do it, because it does not find they have the one hundred families of householders which the law mentions." "The next year their vision was sharpened by an indictment and fine and the selectmen were ordered to get a schoolmaster with all the speed they can". (1) One was obtained but the school did not continue as Haverhill was again indicted for the lack of a school in 1751.

Middlesex County, Massachusetts had twenty towns in 1708, nine of which had over one hundred families. Of these only four obeyed the law in regard to the schools. Some of the towns kept a schoolmaster while the court was in session only to close the school as soon as the court adjourned. (2) The excuses offered by the towns for non-conformance to the law were varied. They included poverty, inability to secure teachers, dissensions within the town, and Indian wars. An entry in the records of New Hampshire illustrates a common petition.

> James Mackeen Esqr the Representative for Londonderry Desires that in Consideration of the Infancy of theire Town tho they have the full Number of families to Make them Subject to the penalty of the Laws of this Province Relating to Gramer Schools

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1. W. H. Small op. cit., p. 45.
2. Ibid., p. 43.

> They say the Charge of Grammer Schoole will maintain two other Schools for Reading and Writing which is much more beneficiall to them few or any of them being able to give theire children Gramer Learning: and humbly Desires this Genll assm will be pleased to make an order that they May be Exempted from the penalty they may be Subject to for not Keeping a Gramer Schoole Since they keep four other in their Town. (1)

Dissension within the town is illustrated by the following petition to "Governour Joseph Dudley:"

> To his Excellency Joseph Dudley, Esq., Governour, and the Honorable Council sitting at Portsmouth, 23d July, 1714.
>
> This writing humbly sheweth, that whereas the Laws of this province obleidgeth each town in the Said province to be provided with a school master to keep a free school, and the selectmen of Hampton having hired one for the said Town to teach both Latin and English, &c., neverthless, altho the Law of this province and order of the Governor and Council and a vote of the Town doth order that all the Inhabitants pay the maintaining such publick Town School.
>
> Yet not withstanding the said Law and orders, the major part of the selectmen and Justice Wear, have signed and directed a warrant to the Constable to collect the said school mats Rate from only part of the Town, and wholly left out the other part of the said Town, and will more increase contentions when the Constable comes to take such Rate by distress, if not timely prevented.
>
> It is therefor desired that the said Justice and Selectmen be ordered to answer before your Excellency and Council, and alsoe Robert Moulton, the present Constable, be ordered to bring his Rate at the time, and that he be ordered to forbear gathering said tax until further order of the Board, which may be means of preventing Contentions among us. Joseph Smith, in behalfe of the greatest part of the town. (2)

The struggle between ability, desire and law was fast becoming intolerable. Many towns refused in open defiance

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1. Provincial Papers, 1870, 4:473.
2. Ibid., 3:570

of the law to maintain a grammar school. New Hampshire was the first to relieve the situation and remove the burden from the towns. In 1724 the act requiring grammar schools was repealed.

> Whereas it is found by experience y^{t} there is a great inconvenience attending Severall Towns in this Province who are obliged to Support a Gramer Schoole by act of Genl assembly which Induces a very Great and unnecessary expense upon the Said Towns without the Least advantage thereby, Therefore in Councill 9^{r}, 26, 1724, Voted - That the Said act respecting Gramer Schools be Repealed & y^{t} there be one Established free School to be supported at the Province Charge at Portsmouth.....(1)

The towns in Massachusetts with a population under two hundred inhabitants were excused by the law of 1789. As soon as the law released the towns the schools rapidly disappeared so that only the larger cities succeeded in maintaining to the end of the century the old town schools. (2) Boston, Salem, Worcester, Plymouth and Portsmouth were practically the only towns left which began the 19th century with Latin Grammar schools. Even they soon dropped them with the exception of Boston which at the present time still has sufficient vitality and life to maintain its usefullness as a preparatory school.

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1. Provincial Papers, 1870, 4:391.
2. E. D. Grizzell, op.cit., p. 9

Chapter VII

Summary

The New England Latin Grammar School was in its early period the English Grammar School transplanted to this New England Shore. The need of an educated and learned clergy to carry on the ecclesiastical autocracy that was set up in the new colony demanded the establishment of schools designed for this service. The Latin Grammar School fulfilled this need in the most practical way by giving the pupils the necessary background with which to go to college and from thence to enter the professions. The school produced many able statesmen and leaders for the early colonies and later for the country.

The General Court seeking to insure the continuance of the school passed laws first expressing the need of education and then providing for that education by the establishment of schools in towns of one hundred families and over. By this legislation the governing bodies of the State and Church, which at this early period were one, cherished the hope of insuring the perpetuation of their particular regime. So prominent a place did the school occupy in the minds of the people and so carefully did

they guard its existence that the Court kept an ever watchful eye on the towns to see that they complied with the law in this regard. On the laws of 1642 and 1647 are based the underlying principles that determined our educational history: Education for all, is essential for the welfare of the state. Parents are responsible for the education of their children. The state reserves the right to compel the parent to attend to this duty. The state may determine the kind of education and the amount which shall be required. Compulsory education may be supported by public funds raised by taxation. Secondary education may be supplied by the state to afford opportunity for those seeking higher education.

In accordance with the laws of the province many towns established grammar schools and received aid from the court to support them. Most of the schools were established in the territory around Boston where the feeling in their behalf was strongest and where the inhabitants were best able to support them. It is quite noticable that the schools existed in those places where the men from Boston settled, such as New Haven, Hartford, and other towns in their vicinity. Plymouth Colony on the other hand did not found schools until a comparatively late period. The Pilgrims were influenced by their stay in Holland and did

not feel as attached to the English type of school. They interested themselves more particularly in common education such as reading and writing.

There were seven schools which represented the Latin Grammar school at its best. They show the trends of the times which modified the school to some degree. The true English type school was copied in Boston, New England's first school. The second was at Roxbury where a pure English Latin Grammar School such as might be found in any English town was organized. The Dorchester Latin School was the first to show a change. It resorted to direct taxation for its support which indicated the first evidence of democratic forces at work. The school at Ipswich exhibited the New England Latin Grammar School in its best form. Clinging still to its prototype yet yielding to the changing influences of a new environment it fulfilled the function of the Latin school and supplied also the education that was demanded by the town. Its curriculum expanded to include the English subjects in addition to the Latin and Greek. At first all pupils paid tuition and later only non-residents were charged tuition. The school began under the control of a board of Feoffees then passed into the hands of the selectmen and later returned to the control of the Feoffees. The second board of Feoffees was

made up of members of the old board of feoffees and the selectmen thus keeping the town in partial control. Portsmouth, Dover and Exeter present a glimpse of the school during the century of its decline when it was struggling against a hostile environment and an antagonistic people. Compelled by law to maintain such a Latin school the above towns made attempts to comply, only to find that the expense was too great. Teachers were hard to secure, Indian wars made it dangerous to maintain school, and the little value that was received did not compensate for the expenditure as many were unable to continue their study after graduation. The introduction of practical subjects alleviated the situation to some degree but the tradition of the school still failed to allow it to serve the needs of its new environment.

The Latin school depended for its support upon the gifts of public spirited men, the grants of land made by the towns and Colonial governments, the tuition of the pupils and the taxes which the towns levied on the inhabitants for the benefit of the school.

The studies offered by these schools were Latin, Greek, Hebrew, "casting Accounts", Arithmetic, Writing, Manners and Religion.

The teachers came from all classes of men. Some of them

them were very undesirable both in respect to character and education. Many were, however, intensive drill masters and received great recognition. All of these men were subject masters using only one method, that of drill. In the smaller communities the minister often served as the teacher.

The training offered by these schools was entirely undemocratic and soon both training and school lost their prestige in the new society it tried to serve.

The causes of the decline of the school were: the decline of the Church and the rise of the merchant group, the spread of democratic ideas, the increasing secularism, the expansion of civilization and the formalism of the school. The resulting conditions were: the demand for practical and useful subjects rather than Latin, the lack of support of the established school, the introduction of the district system, the breakdown of the school as an efficient college preparatory institution, and the poor quality of its teaching. The towns opposed the maintenance of the school and the courts fined the towns for non-maintenance, whereupon the towns resorted to conforming to the letter of the law but not the spirit. Some towns offered various excuses, dodged courts, and finally resigned themselves to paying fines rather than keeping the school. In place of the Latin school the towns turned their support to the establishment of district schools. Finally, the courts finding the situation growing more hopeless and

burdensome began to relinquish the fines and became more lenient. The school began rapidly to disappear until at the end of the eighteenth century it remained only in the larger cities. There it continued as a special school for the preparation of pupils for college and not as the public school for the common education of citizenry.

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Agreement between the Town of Salem and Daniel Epes

made June 28, 1677.

Agreed with Mr Daniell; Epps in behalf of ye towne, to pforme ye place of a Grammr School master to ye towne Soe Long as itt shall please God to Grount him Life, health, and ability, To Learn & Instruct all Such Schollers as shall bee Sent to him, from any person or psons In ye towne, In ye English, Latten & Greek tongue Soe an to fitt them for ye University, If desired & they are Capeable: alsoe to Vse his best Endeauer to teach them good manners, & Instruct them In p mises, hee ye sd Epps shall receiue from Euery pson, ye Sends his Child or Children to Schoole, ye Sum of twenty shillings In money p year for Each Childe & Wt ye falls Short of Sixty pounds p annum In money, ye Selectmen Ingage ye town shall make up: & In Case hee shall, haue more Schollers, than to make up ye aboues Sum of Sixty pounds, shall take ye sum to himself, as alsoe ye benefitt, of all such as shall be sent from other townes, hee shall alsoe haue ye priuilidge, of Commonidge as formerly to all Inhabitatants admitted, & bee freed from all rates, Trajning watchings, & Wardings, as hath been Customary for those of ye Like occupation: In wittness thereunto ye sd Epps hath set his hand.

(Daniel Epps Jun)
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1. Sidney Perley, The History of Salem, Massachusetts, p. 94.

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Universitty, If desired & they are Capeable: alsoe to Vse his
best endeavor to teach them good manners, & Instruct them in
p mises, hee ye sd Epes shall receive from every peson, ye
sende his child or Children to Schoole, ye sum of twenty
shillings in money p year for each Child & Wt ye falls short
of sixty pounds p annum in money, ye Selectmen Engage ye
town shall make up: & In Case hee shall, have more Scholliers,
than to make up ye sd sumes sum of sixty pounds, shall take
ye sum to himself, as alsoe ye benefitt, of all such as shall
be sent from other townes, hee shall alsoe have ye priviliddge,
of Commonidge as former-ly to all Inhabitantes admitted, & bee
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